Teacher Internship Report

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Oakdale High School Agriculture

AGED 539

Master's Program

Cal Poly, San Luis Obispo

Spring 2016

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Quality Criteria

Quality Criteria 1 – Curriculum and Instruction

Oakdale High School Agriculture program is set up in three organized pathways. These pathways are Agriscience, Ornamental Horticulture and Agriculture Mechanics. All of our courses fall under one of these pathways with the Agriculture Economics and Government class being the capstone class. We have added a few courses over the past few years to help these become more complete pathways so that freshmen through seniors can be part of at least one pathway or more throughout their four years in high school.

All of our courses at Oakdale High School Agriculture department teach leadership skills, organization, personal development and careers along with FFA, and supervised agriculture experience. Each of the areas of SAE and FFA are worth 10% of each students grades in each course taught, each semester. A large comprehensive SAE project is completed at the end of their first year in an agriculture class to help them develop their SAE project and learn the record keeping process. Then each year this project builds and the record book is kept up.

Within the three pathways there are at least 3 courses with the Agriculture Economics and Government class added two years ago used as the capstone and also gives the students high school graduation credit as well as UC and a-g requirements. The agriscience pathway consists of a freshman course Introduction to Agriculture Technology which gives them physical science credit and is an a-g course for Earth Science. Then as sophomores the students move on to Agriculture Biology which is also an a-g course and fulfills their Life Science requirements. UC and a-g requirements. The agriscience pathway consists of a freshman course Introduction to

Agriculture Technology which gives them physical science credit and is a a-g course for Earth Science. Then as sophomores the students move on to Agriculture Biology which is also an a-g course and fulfills their Life Science requirements. This past year I submitted and got approved for us to Ag Agriculture Soil and Chemistry Science which will be available to juniors and seniors and will fulfill their chemistry requirements and are UC and a-g approved.

The next pathway is the Horticulture Pathway. This pathway includes the Into to Ag Technology class as the introductory course and then the Ornamental Horticulture class which was just added two years ago. In this course we have completely redone the greenhouse and have added a shade house and a garden plot. This course is an elective class and is being approved for a-g. Then the class that follows in this pathway is the Floral Design class. This class the students receive Fine Arts graduation and UC credit.

Finally is the Agriculture Mechanics Pathway. This pathway starts with a course geared towards freshmen and sophomores that counts towards elective credit is the Agriculture Skills class and then the second year class they would take Advanced Agriculture Mechanics and then their third and fourth year in this pathway they are encouraged to take the CTE/ROP Welding and Fabrication class which is a two period class that also counts for elective credit.

All of these courses are hands on and each student comes out with skills, and agricultural information. Not only have we added three classes within the last 2 years, but there is an addition of a 26 acre school farm that is in process. With the addition of this school farm, I foresee the addition of more classes as well as more agricultural instructors and skills and experiences for our students.

Supporting Completion Materials

Item A – Oakdale High School Courses Available to Freshmen and Registration Ballot

Item B – OHS AG Course Pathways and the California Career Technical Education Model Curriculum Standards

Item C – Intro to Agriculture Technology and Agricukture Econimcs and Governemtn Course Outlines and Syllabus

Item D – Oakdale Joint Unified School District Agriclture Course Offerings

Item E – Copy of Career Data Sheets that are utilized in each class

Item F – Screen Shot of our Oakdale FFA Website, results, applucations and links to FFA record books can be found here.

Item G – SAE Project and Poster Board created using a computer.

Item H – SAE and Record books Lesson Plan

Item I – Pictures of our Student Files and Record Books

Item J – UC Course Submissions

A

OAKDALE HIGH SCHOOL
Courses Available to Freshmen
2016-2017

REQUIRED COURSES

Required courses will be teacher recommended unless stated otherwise.

ENGLISH

11020 English I *
11025 Pre AP English I *
11070/80 ELD I w/ Assist (By Test Only)
11071/81 ELD II w/ Assist (By Test Only)
11020/82 Eng I/ELD III Assist (By Test Only)
18240/43 Basic Eng I 180/Basic Read 180 L I (By IEP Only) (SDC)
11020/18111 Eng I*/Eng I Support (By IEP Only) (RS)

MATHEMATICS

12051 Math I*
12044 Math Support
12059 Math I Accel*
12071 Math II Accel*
Math A
18051 Math Skills A (By IEP Only)RS
18050 Alg A Skills (By IEP Only)RS/SDC
18231 Basic Math (By IEP Only)SDC

SCIENCE/AG SCIENCE

12530 Earth Science CP *
14513 Intro to Ag. Tech *
18202 Basic Physical Science (By IEP Only)
12540 Biology (must earn A's both sem in 8th grade Phys Sci, parent must meet with VP, OHS Dept. Chair approval)

HEALTH/COMPUTERS

12500 Health (Semester Class)
14020 Computers, College, Careers (Semester Class)
18272 Basic Health and Vocations (By IEP Only)SDC

PHYSICAL EDUCATION:

16010 Frosh General PE (Co-Ed)
16020 Frosh Football Conditioning
13722 Band, Marching/Symphonic
13725 Colorguard

AGRICULTURAL ELECTIVES

14507 Ag Mech Skills & Tech
14570 Horticulture
(Students receive VAPA credits towards graduation)

ENGLISH ELECTIVES

11059 Creative Writing
11060 Speech*

FOREIGN LANGUAGE

13110 French I *
13010 Spanish I *
13020 Spanish II *
13040 Spanish IV* (Native Speakers)
(Students receive VAPA credits towards graduation)

INDUSTRIAL TECHNOLOGY

15111 Auto Tech. I Basic Theory
15311 Wood Technology I
15340 Wood Sculpting/Carving
15415 Mech Drafting/Architecture I
(Students receive VAPA credits towards graduation)

VISUAL AND PERFORMING ARTS

13525 Visual Art I*
13540 Drawing I*
13560 Ceramics
13610 Introduction to Drama
13710 Concert Choir*
13722 Band, Marching/Symphonic*
13715/16 Drumline*
13760 Jazz Band* (Zero Period Only)
(Students receive VAPA credits towards graduation)

****On UC/CSU (A-G) List, (Meets a college entrance requirement).***

2016-2017 OAKDALE HIGH SCHOOL
9TH GRADE REGISTRATION BALLOT

Last Name: _____ First Name: _____ Middle Initial: _____ Date of Birth: _____ Male: ____ Female: ____

Address: _____ City: _____ Zip Code: _____ Home Phone: _____

Fathers Name: _____ Cell/Work Phone: _____ Father's email: _____

Mother's Name: _____ Cell/Work Phone: _____ Mother's email: _____

Student's email address: _____ Student's Cell Phone: _____ 504 _____ EL ____ SDC ____ RS_____

PLEASE circle ONE: Period 1-6 Period 2-7 Period 1-7

PLEASE CIRCLE OR WRITE COURSE NAME AND NUMBER BELOW

ENGLISH	MATHEMATICS	SCIENCE	HEALTH/COMPUTERS	
English I 11020 Pre-AP English I 11025 English I w/ English Support I 11020/18111 English I w/ELD Assist III 11020/11082 SDC Read 180 w/ Assist 18240/43 ELD I w/ Assist 11070/80 ELD II w/ Assist II 11071/81 _____ English Teacher signature required for all RS, SDC, Pre-AP, and Foreign Language _____ ELD Teacher signature required for all ELD placement	Math A 12045 Math I 12051 Math I Accel 12059 Math Support 12044 Math II Accel 12071 Math A Skills 18051 (RS) Algebra A Skills 18050 (RS/SDC) Basic Math 18231 (SDC) The Math Assessment administered at OJHS will determine math placement at OHS for the 2016-2017 school year. _____ Teacher Signature (required)	Earth Science 12530 Intro Ag Tech 14513 Biology 12540 (A's both semesters, Parent Mtg. w/ VP, OHS Dept. Chair approval) (SDC) Physical Science 18202 Other Science Course: _____ Title and Course Number	12500/14020 Basic Health/Comp (SDC) 18272 *Required for all Freshmen PHYSICAL EDUCATION General Freshmen P.E. 16010 Frosh Football Conditioning 16020 Marching Band 13721 Colorguard 13725	8th grade Parent Night will be held on Thursday, February 25, 2016, at 6:30 pm in the OHS Main Gym. ALL BALLOTS ARE DUE ON March 1, 2016. Please turn into your U.S. History Teacher.

ELECTIVE	COURSE #	COURSE TITLE	TEACHER SIGNATURES
1ST Choice	_____	_____	_____
2nd Choice	_____	_____	_____
3rd Choice	_____	_____	_____
4th Choice	_____	_____	_____

The Oakdale High School Trailblazer (Course Catalog) is available at http://ohs-ojusd-ca.schoolloop.com/. Athletes must attend periods 1-6, as practice begins after 6th period. Periods 2-7 are offered to students who would like to start their day at 8:36 a.m. Periods 1-7 will allow students to take an extra elective. Students selecting the 7th period option will be held to that schedule for the entire school year. Exceptions will be made at the Principal's discretion or if the student elects to participate on an athletic team. Transportation is offered for 1st period arrival and 6th and 7th period departures.

_____ Student Signature

_____ Parent Signature

OHS Ag Course Pathways

Ag Science Pathway

Year 1	
Ag Earth Science	
Year 2	
Ag Biology	Ag Elective
Year 3	
Ag Chemistry	Ag Elective
Year 4	
Ag Econ/Ag Government	Ag Elective

Horticulture Pathway

Year 1	
Ag Earth Science	
Year 2	
Floral 1	Ag Biology
Year 3	
Floral 2	Ag Chemistry
Year 4	
Horticulture	Ag Econ/Ag Gov

Ag Mechanics Pathway

Year 1	
Intro Ag Mechanics	Ag Science
Year 2	
Advanced Ag Mechanics	Ag Biology
Year 3	
ROP Ag Welding/Ag Const Y1	Ag Chemistry
Year 4	
ROP Ag Welding/Ag Const Y2	Ag Econ/Ag Gov

Ag Electives (offered as enrollment allows): Ag Leadership, Ag Mechanics, Horticulture, Floral Design, Equine/Animal Science

Agriculture and Natural Resources

Sector Description

The Agriculture and Natural Resources sector is designed to provide a foundation in agriculture for all agriculture students in California. Students engage in an instructional program that integrates academic and technical preparation and focuses on career awareness, career exploration, and skill preparation in seven pathways. The pathways emphasize real-world, occupationally relevant experiences of significant scope and depth in Agricultural Business, Agricultural Mechanics, Agriscience, Animal Science, Forestry and Natural Resources, Ornamental Horticulture, and Plant and Soil Science. Integral components of classroom and laboratory instruction, supervised agricultural experience projects, and leadership and interpersonal skills development prepare students for continued training, advanced educational opportunities, or entry to a career.

Agriculture and Natural Resources
Knowledge and Performance Anchor Standards

1.0 Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the Agriculture and Natural Resources academic alignment matrix for identification of standards.

2.0 Communications

Acquire and accurately use Agriculture and Natural Resources sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

2.1 Recognize the elements of communication using a sender–receiver model.

2.2 Identify barriers to accurate and appropriate communication.

2.3 Interpret verbal and nonverbal communications and respond appropriately.

2.4 Demonstrate elements of written and electronic communication, such as accurate spelling, grammar, and format.

2.5 Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

2.6 Advocate and practice safe, legal, and responsible use of digital media information and communications technologies.

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

3.1 Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.

3.2 Evaluate personal character traits, such as trust, respect, and responsibility, and understand the impact they can have on career success.

3.3 Explore how information and communication technologies are used in career planning and decision making.

3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

3.6 Recognize the role and function of professional organizations, industry associations, and organized labor in a productive society.

3.7 Recognize the importance of small business in the California and global economies.

3.8 Understand how digital media are used by potential employers and postsecondary agencies to evaluate candidates.

3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

4.0 Technology

Use existing and emerging technology to investigate, research, and produce products and services, including new information, as required in the Agriculture and Natural Resources sector workplace environment. (Direct alignment with WS 11-12.6)

4.1 Use electronic reference materials to gather information and produce products and services.

4.2 Employ Web-based communications responsibly and effectively to explore complex systems and issues.

4.3 Use information and communication technologies to synthesize, summarize, compare, and contrast information from multiple sources.

4.4 Discern the quality and value of information collected using digital technologies, and recognize bias and intent of the associated sources.

4.5 Research past, present, and projected technological advances as they impact a particular pathway.

4.6 Assess the value of various information and communication technologies to interact with constituent populations as part of a search of the current literature or in relation to the information task.

4.7 Demonstrate the use of appropriate tools and technology used in the Agriculture and Natural Resources sector.

5.0 Problem Solving and Critical Thinking

Conduct short as well as more sustained research to create alternative solutions to answer a question or solve a problem unique to the Agriculture and Natural Resources sector, using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

5.1 Identify and ask significant questions that clarify various points of view to solve problems.

5.2 Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.

5.3 Use systems thinking to analyze how various components interact with each other to produce outcomes in a complex work environment.

5.4 Interpret information and draw conclusions, based on the best analysis, to make informed decisions.

6.0 Health and Safety

Demonstrate health and safety procedures, regulations, and personal health practices and determine the meaning of symbols, key terms, and domain-specific words and phrases as related to the Agriculture and Natural Resources sector workplace environment. (Direct alignment with RSTS 9-10, 11-12.4)

6.1 Locate, and adhere to, Material Safety Data Sheet (MSDS) instructions.

6.2 Interpret policies, procedures, and regulations for the workplace environment, including employer and employee responsibilities.

6.3 Use health and safety practices for storing, cleaning, and maintaining tools, equipment, and supplies.

6.4 Practice personal safety when lifting, bending, or moving equipment and supplies.

6.5 Demonstrate how to prevent and respond to work-related accidents or injuries; this includes demonstrating an understanding of ergonomics.

6.6 Maintain a safe and healthful working environment.

6.7 Be informed of laws/acts pertaining to the Occupational Safety and Health Administration (OSHA).

7.0 Responsibility and Flexibility

Initiate, and participate in, a range of collaborations demonstrating behaviors that reflect personal and professional responsibility, flexibility, and respect in the Agriculture and Natural Resources sector workplace environment and community settings. (Direct alignment with SLS 9-10, 11-12.1)

7.1 Recognize how financial management impacts the economy, workforce, and community.

7.2 Explain the importance of accountability and responsibility in fulfilling personal, community, and workplace roles.

7.3 Understand the need to adapt to changing and varied roles and responsibilities.

7.4 Practice time management and efficiency to fulfill responsibilities.

7.5 Apply high-quality techniques to product or presentation design and development.

7.6 Demonstrate knowledge and practice of responsible financial management.

7.7 Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.

7.8 Explore issues of global significance and document the impact on the Agriculture and Natural Resources sector.

8.0 Ethics and Legal Responsibilities

Practice professional, ethical, and legal behavior, responding thoughtfully to diverse perspectives and resolving contradictions when possible, consistent with applicable laws, regulations, and organizational norms. (Direct alignment with SLS 11-12.1d)

8.1 Access, analyze, and implement quality assurance standards of practice.

8.2 Identify local, district, state, and federal regulatory agencies, entities, laws, and regulations related to the Agriculture and Natural Resources industry sector.

8.3 Demonstrate ethical and legal practices consistent with Agriculture and Natural Resources sector workplace standards.

8.4 Explain the importance of personal integrity, confidentiality, and ethical behavior in the workplace.

8.5 Analyze organizational culture and practices within the workplace environment.

8.6 Adhere to copyright and intellectual property laws and regulations, and use and appropriately cite proprietary information.

8.7 Conform to rules and regulations regarding sharing of confidential information, as determined by Agriculture and Natural Resources sector laws and practices.

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution as practiced in the Future Farmers of America (FFA) career technical student organization. (Direct alignment with SLS 11-12.1b)

9.1 Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.

9.2 Identify the characteristics of successful teams, including leadership, cooperation, collaboration, and effective decision-making skills, as applied in groups, teams, and career technical student organization activities.

9.3 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace setting.

9.4 Explain how professional associations and organizations and associated leadership development and competitive career development activities enhance academic preparation, promote career choices, and contribute to employment opportunities.

9.5 Understand that the modern world is an international community and requires an expanded global view.

9.6 Respect individual and cultural differences and recognize the importance of diversity in the workplace.

9.7 Participate in interactive teamwork to solve real Agriculture and Natural Resources sector issues and problems.

9.8 Define the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.

9.9 Identify the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

9.10 Understand how to organize and structure work, individually and in teams, for effective performance and the attainment of goals.

9.11 Explain multiple approaches to conflict resolution and their appropriateness for a variety of situations in the workplace.

9.12 Demonstrate how to interact with others in ways that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.

9.13 Participate in group or team activities, including those offered by the student organization, that develop skills in leadership, cooperation, collaboration, and effective decision making.

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Agriculture and Natural Resources sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

10.1 Interpret and explain terminology and practices specific to the Agriculture and Natural Resources sector.

10.2 Comply with the rules, regulations, and expectations of all aspects of the Agriculture and Natural Resources sector.

10.3 Construct projects and products specific to the Agriculture and Natural Resources sector requirements and expectations.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

10.5 Interpret and explain the aims, purposes, history, and structure of the FFA student organization and know the opportunities it makes available.

10.6 Manage, and actively engage in, a career-related, supervised agricultural experience.

10.7 Understand the importance of maintaining and completing the California Agricultural Record Book.

10.8 Maintain and troubleshoot equipment used in the agricultural industry.

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Agriculture and Natural Resources anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through the FFA career technical student organization.

11.1 Utilize work-based/workplace learning experiences to demonstrate and expand upon knowledge and skills gained during classroom instruction and laboratory practices specific to the Agriculture and Natural Resources sector program of study.

11.2 Demonstrate proficiency in a career technical pathway that leads to certification, licensure, and/or continued learning at the postsecondary level.

11.3 Demonstrate entrepreneurship skills and knowledge of self-employment options and innovative ventures.

11.4 Employ entrepreneurial practices and behaviors appropriate to Agriculture and Natural Resources sector opportunities.

11.5 Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.

C. Agriscience Pathway

The Agriscience pathway helps students acquire a broad understanding of a variety of agricultural areas, develop an awareness of the many career opportunities in agriculture, participate in occupationally relevant experiences, and work cooperatively with a group to develop and expand leadership abilities. Students study California agriculture, agricultural business, agricultural technologies, natural resources, and animal, plant, and soil sciences.

Sample occupations associated with this pathway:

- Research Assistant/Associate
- Water Quality Specialist
- Plant Scientist
- Agriscience Teacher
- Entomologist

C1.0 Evaluate the role of agriculture in the California economy.

- C1.1 Understand the history of the agricultural industry in California.
- C1.2 Describe how California agriculture affects the quality of life.
- C1.3 Analyze the interrelationship of California agriculture and society at the local, state, national, and international levels.
- C1.4 Research the economic impact of leading California agricultural commodities.
- C1.5 Assess the economic impact of major natural resources in California.
- C1.6 Distinguish between the economic importance of major agricultural exports and imports.
- C1.7 Explore factors that affect food safety and producers' responsibilities to consumers.

C2.0 Examine the interrelationship between agriculture and the environment.

- C2.1 Identify important agricultural environmental impacts on soil, water, and air.
- C2.2 Explain current environmental challenges related to agriculture.
- C2.3 Summarize how natural resources are used in agriculture.
- C2.4 Compare and contrast practices for conserving renewable and nonrenewable resources.
- C2.5 Research how new energy sources are developed from agricultural products (e.g., gas-cogeneration and ethanol).

C3.0 Analyze the effects of technology on agriculture.

- C3.1 Describe how technology affects the logistics of moving an agricultural commodity from producer to consumer.
- C3.2 Understand how technology influences factors such as labor, efficiency, diversity, availability, mechanization, and communication.

C3.3 Communicate public concern for technological advancements in agriculture, such as genetically modified organisms.

C3.4 Research the laws and regulations concerning biotechnology.

C3.5 Integrate the use of technology when collecting and analyzing data.

C4.0 Determine the importance of animals, the domestication of animals, and the role of animals in modern society.

C4.1 Understand the evolution and roles of domesticated animals in society.

C4.2 Differentiate between domestication and natural selection.

C4.3 Compile the modern-day uses of animals and animal by-products.

C4.4 Defend various points of view regarding the use of animals.

C4.5 Research unique and alternative uses of animals (e.g., therapeutic riding programs and companion animals).

C5.0 Compare the structure and function of plants, animals, bacteria, and viruses.

C5.1 Identify the function of cells.

C5.2 Analyze the anatomy and physiology of cells.

C5.3 Understand various cell actions, such as osmosis and cell division.

C5.4 Compare and contrast plant and animal cells, bacteria, and viruses.

C6.0 Explore animal anatomy and systems.

C6.1 State the names, and find the locations, of the external anatomy of animals.

C6.2 Explain the anatomy and major functions of vertebrate systems, including digestive, reproductive, circulatory, nervous, muscular, skeletal, respiratory, and endocrine systems.

C7.0 Comprehend basic animal genetics.

C7.1 Differentiate between genotype and phenotype and describe how dominant and recessive genes function.

C7.2 Compare genetic characteristics among cattle, sheep, swine, and horse breeds.

C7.3 Predict phenotype and genotype ratios by using a Punnett Square.

C7.4 Explain the fertilization process.

C7.5 Distinguish between the purpose and processes of mitosis and meiosis.

C8.0 Understand fundamental animal nutrition and feeding.

C8.1 Identify types of nutrients required by farm animals (e.g., proteins, minerals, vitamins, carbohydrates, fats/oils, water).

C8.2 Analyze suitable common feed ingredients, including forages, roughages, concentrates, and supplements for ruminant, monogastric, equine, and avian digestive systems.

C8.3 Understand basic animal feeding guidelines and evaluate sample feeding programs for various species, including space requirements and economic considerations.

C9.0 Evaluate basic animal health.

- C9.1 Assess the appearance and behavior of a normal, healthy animal.
- C9.2 Explain the ways in which housing, sanitation, and nutrition influence animal health and behavior.
- C9.3 Analyze the causes and controls of common animal diseases.
- C9.4 Summarize effective techniques for controlling parasites and explain why controlling parasites is important.
- C9.5 Research the legal requirements for the procurement, storage, methods of application, and withdrawal times of animal medications, and know proper equipment handling and disposal techniques.

C10.0 Explain soil science principles.

- C10.1 Recognize the major soil components and types.
- C10.2 Summarize how soil texture, structure, pH, and salinity affect plant growth.
- C10.3 Assess water delivery and irrigation system options.
- C10.4 Differentiate among the types, uses, and applications of amendments and fertilizers.

C11.0 Analyze plant growth and development.

- C11.1 Understand the anatomy and functions of plant systems and structures.
- C11.2 Identify plant growth requirements.
- C11.3 Discern between annual, biennial, and perennial life cycles.
- C11.4 Examine sexual and asexual reproduction in plants.
- C11.5 Understand photosynthesis and the roles of the sun, chlorophyll, sugar, oxygen, carbon dioxide, and water in the process.
- C11.6 Summarize the respiration process in the breakdown of food and organic matter.

C12.0 Understand fundamental pest management.

- C12.1 Classify agricultural pests (e.g., insects, weeds, disease, and vertebrates).
- C12.2 Compare chemical, mechanical, cultural, and biological methods of plant pest control.
- C12.3 Analyze the major principles, advantages, and disadvantages of integrated pest management.

C13.0 Design agricultural experiments using the scientific method.

- C13.1 State the steps of the scientific method.
- C13.2 Analyze an agricultural problem and devise a solution based on the scientific method.

F. Ornamental Horticulture Pathway

The Ornamental Horticulture pathway prepares students for careers in the nursery, landscaping, and floral industries. Topics include plant identification, plant physiology, soil science, plant reproduction, nursery production, and floriculture, as well as landscaping design, installation, and maintenance.

Sample occupations associated with this pathway:

- Florist/Floral Designer
- Landscape Design/Architect
- Hydroponics Grower
- Botanical Specialist
- Nursery/Greenhouse Manager

F1.0 Compare and contrast the hierarchical classification of plants.

- F1.1 Practice how to classify and identify plants by order, family, genus, and species.
- F1.2 Demonstrate how to identify plants by using a dichotomous key.
- F1.3 Illustrate how common plant parts are used to classify the plants.
- F1.4 Distinguish how to classify and identify plants by using botanical growth habits, landscape uses, and cultural requirements.
- F1.5 Identify and select plants for local landscape applications.

F2.0 Summarize plant physiology and growth principles.

- F2.1 Understand plant systems, nutrient transportation, structure, and energy storage.
- F2.2 Diagram the seed's essential parts and explain the functions of each.
- F2.3 Explain how primary, secondary, and trace elements are used in plant growth.
- F2.4 Experiment with the factors that influence plant growth, including water, nutrients, light, soil, air, and climate.
- F2.5 Differentiate the tissues seen in a cross section of woody and herbaceous plants.
- F2.6 Explore the factors that affect plant growth.

F3.0 Demonstrate plant propagation techniques.

- F3.1 Explain the different forms of sexual and asexual plant reproduction.
- F3.2 Demonstrate the various techniques for successful plant propagation (e.g., budding, grafting, cuttings, seeds).
- F3.3 Utilize and monitor plant reproduction for the development of a saleable product.

F4.0 Develop and implement a plan for basic integrated pest management.

- F4.1 Read and interpret pesticide labels and understand safe pesticide management practices.

F4.2 Research how pesticide regulations and government agencies affect agriculture.

F4.3 Identify common horticultural pests and diseases and methods of controlling them.

F4.4 Design an integrated approach to solving plant problems.

F5.0 Summarize water and soil (media) management practices.

F5.1 Explain how basic soil science and water principles affect plant growth.

F5.2 Illustrate basic irrigation design and installation methods.

F5.3 Prepare and amend soils, implement soil conservation methods, and compare results.

F5.4 Research major issues related to water sources and water quality.

F5.5 Explain the components of soilless media and test the use of those media in various types of containers.

F6.0 Apply ornamental plant nutrition practices.

F6.1 Analyze how primary and secondary nutrients and trace elements affect ornamental plants.

F6.2 Use basic nutrient testing procedures on soil and plant tissue.

F6.3 Analyze organic and inorganic fertilizers to understand their appropriate uses.

F6.4 Read and interpret labels to properly apply fertilizers.

F7.0 Develop a plan for the selection, installation, and maintenance of turf.

F7.1 Explain the selection and management of landscape and sports field turf.

F7.2 Demonstrate how to select, install, and maintain a designated turf grass area.

F7.3 Distinguish how the use of turf benefits the environment.

F8.0 Employ nursery production principles.

F8.1 Demonstrate the proper use of production facilities and common nursery equipment.

F8.2 Use common nursery production practices.

F8.3 Demonstrate how to propagate and maintain a horticultural crop to the point of sale.

F8.4 Design a marketing and merchandising strategy to use in nursery production.

F9.0 Demonstrate the proper use of containers and horticultural tools, equipment, and facilities.

F9.1 Use different types of containers and demonstrate how to maintain growing containers in controlled environments.

F9.2 Operate and maintain selected hand and power equipment safely and appropriately.

F9.3 Select proper tools for specific horticultural jobs.

F9.4 Install landscape components and electrical, land, and water features.

F10.0 Understand basic landscape planning, design, construction, and maintenance.

- F10.1 Utilize terms associated with landscape and design in appropriate context.
- F10.2 Produce a residential design, including how to render design to scale using design technology and principles.
- F10.3 Use proper landscape planting and maintenance practices.
- F10.4 Prune ornamental shrubs, trees, and fruit trees.
- F10.5 Produce clear and concise landscape business contracts.

F11.0 Understand basic floral design principles.

- F11.1 Demonstrate the use of plant materials and tools.
- F11.2 Apply basic design principles to products and designs.
- F11.3 Handle, prepare, and arrange cut flowers appropriately.
- F11.4 Develop a marketing and merchandising strategy to use in the floral industry.

B. Agricultural Mechanics Pathway

The Agricultural Mechanics pathway prepares students for careers related to the construction, operation, and maintenance of equipment used by the agriculture industry. Basic agricultural mechanics skills and safety, standards B1.0 through B8.0, cover woodworking, electrical systems, plumbing, cold metal work, concrete, and welding technology. Advanced topics, standards B9.0 through B12.0, deal with metal fabrication, small engines, agriculture power and technology, and agriculture construction.

Sample occupations associated with this pathway:

- Agriculture Equipment Operator
- Farm Equipment Mechanic and Service Technician
- Agricultural Engineer
- Welder
- Equipment Fabricator

B1.0 Implement personal and group safety practices.

- B1.1 Practice the rules for personal and group safety while working in an agricultural mechanics environment.
- B1.2 Integrate accepted shop management procedures and a safe working environment.
- B1.3 Safely secure loads on a variety of vehicles.

B2.0 Apply the principles of basic woodworking.

- B2.1 Identify common wood products, lumber types, and sizes.
- B2.2 Measure and lay out lumber, calculating board feet and square feet.
- B2.3 Identify, select, and implement basic fastening systems.
- B2.4 Complete a woodworking project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, shaping, joining, and finishing.

B3.0 Demonstrate basic electricity principles and wiring practices commonly used in agriculture.

- B3.1 Explain the relationship between voltage, amperage, resistance, and power in single-phase alternating current (AC) circuits.
- B3.2 Use proper electrical test equipment for AC and direct current (DC) circuits.
- B3.3 Analyze and correct basic circuit problems (e.g., open circuits, short circuits, incorrect grounding).
- B3.4 Implement proper basic electrical circuit and wiring techniques using nonmetallic cable and conduit as defined by the National Electric Code (NEC).
- B3.5 Interpret basic agricultural electrical plans.
- B3.6 Complete an electrical project, including interpreting a plan, following NEC code, selecting materials and components, and completing a circuit.

B4.0 Select and apply plumbing system practices commonly used in agriculture.

- B4.1 Match appropriate basic plumbing fitting skills with a variety of materials, such as copper, polyvinyl chloride (PVC), steel, polyethylene, and acrylonitrile butadiene styrene (ABS).
- B4.2 Explain the environmental influences on plumbing and irrigation system choices (e.g., filter systems, water disposal, drip vs. flood).
- B4.3 Research and communicate how various plumbing and irrigation systems are used in agriculture.
- B4.4 Complete a plumbing project, including interpreting a plan, developing a bill of materials and cutting list, selecting materials, joining, and testing.

B5.0 Understand agricultural cold metal processes.

- B5.1 Identify common metals, sizes, and shapes.
- B5.2 Demonstrate basic tool-fitting skills.
- B5.3 Properly lay out materials for a given project.
- B5.4 Demonstrate basic cold metal processes (e.g., shearing, cutting, drilling, threading, bending).
- B5.5 Complete a cold metal project, including interpreting a plan, developing a bill of materials, selecting materials, shaping, fastening, and finishing.

B6.0 Understand concrete and masonry practices commonly used in agriculture.

- B6.1 Identify and explain the use of concrete and masonry tools and demonstrate proper handling of concrete materials.
- B6.2 Practice bed preparation, concrete forms layout, and construction.
- B6.3 Complete a concrete or masonry project, including calculating volume, developing a bill of materials, assembling, mixing, placing, and finishing.

B7.0 Understand oxy-fuel cutting and welding.

- B7.1 Explain the role of heat and oxidation in the cutting process.
- B7.2 Properly set up, adjust, shut down, and maintain an oxy-fuel system.
- B7.3 Flame-cut metal with an oxy-fuel cutting torch.
- B7.4 Fusion-weld mild steel with and without filler rod by using oxy-fuel equipment.
- B7.5 Repair metal objects using a variety of techniques, such as brazing or hard surfacing.

B8.0 Understand electric arc welding processes.

- B8.1 Select, properly adjust, safely employ, and maintain appropriate welding equipment (e.g., gas metal arc welding, shielded metal arc welding, gas tungsten arc welding).
- B8.2 Read welding symbols and plans, select electrodes, fit-up joints, and control heat and distortion.

B8.3 Apply gas metal arc welding, shielded metal arc welding, or flux core arc welding processes to fusion-weld mild steel with appropriate welding electrodes and related equipment.

B8.4 Weld a variety of joints in various positions.

B9.0 Assimilate metallurgy principles and fabrication techniques.

B9.1 Define metallurgy principles, including distortion, hardening, tempering, and annealing.

B9.2 Operate and maintain various arc welding and cutting systems safely and appropriately.

B9.3 Operate and maintain fabrication tools and equipment safely and appropriately.

B9.4 Design project plans by using mechanical drawing techniques.

B9.5 Finish a metal project by implementing proper sequencing.

B9.6 Manipulate and finish metal by using a variety of tools, machines, and techniques (e.g., lathe, mill, CNC plasma, shears, press break, grinders, and sanders).

B9.7 Construct a welding project using any electric welding process, appropriate products, joints, and positions, which will include interpreting a plan, determining proper assembly sequence, developing a bill of materials and cutting list, selecting and acquiring materials, and developing a clear and concise fabrication contract.

B10.0 Understand small and compact engines.

B10.1 Understand and explain engine theory, including the application of mathematical and/or physical science laws for both two- and four-stroke cycle engines.

B10.2 Differentiate among types of small engines and their applications.

B10.3 Identify small-engine parts and explain the various systems (e.g., fuel, ignition, compression, cooling, and lubrication systems).

B10.4 Troubleshoot and solve problems with small engines.

B10.5 Disassemble, inspect, adjust, and reassemble a small engine.

B10.6 Look up and order parts, apply repair and maintenance recommendations from a repair manual, and complete appropriate forms, including work orders.

B11.0 Understand the principles and applications of various engines and machinery used in agriculture.

B11.1 Identify common agricultural machinery and implements.

B11.2 Calibrate, operate, and maintain equipment safely and efficiently.

B11.3 Summarize the theory, operation, and troubleshooting of various types of engines found on agricultural machinery, including cooling, fuel, and lubrication systems.

B11.4 Explain the theory, operation, and troubleshooting of hydraulic systems.

B11.5 Explain the theory, operation, and troubleshooting of power train and power take-off systems.

B11.6 Understand the theory and operation of 12-volt DC electronic and electrical systems (e.g., circuit design, starting, charging, and safety circuits).

B12.0 Apply land measurement and construction techniques commonly used in agriculture.

- B12.1 Describe common surveying techniques used in agriculture (e.g., leveling, land measurement, building layout, GPS).
- B12.2 Draw and interpret architectural plans.
- B12.3 Install single- and three-phase wiring and control systems found in agricultural structures, pumps, and irrigation systems.
- B12.4 Install plumbing in agricultural structures (e.g., potable water, sewer, irrigation).
- B12.5 Form, place, and finish concrete or masonry (e.g., concrete block).
- B12.6 Construct agricultural structures by using wood framing and steel framing systems (e.g., barns, shops, greenhouses, animal structures).
- B12.7 Develop clear and concise agricultural construction contracts.

Intro to AG Tech
Oakdale High School
Mrs. Mendonza Room P2
Agriculture Department

Course Description
Intro to AG Tech/AG Earth Science is a course designed to give students an overview of the world around us. This class meets the California Educational Code. Throughout the year this course will cover; the scientific method, cycles in nature, earth's atmosphere, geography, astronomy, meteorology, plate tectonics, oceanography, topography, geology, FFA, California Agriculture and Plant and Animal Science. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines
1. **Be On Time** – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. **Be Considerate** – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don't interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. **Be Prepared** – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. **Be Respectful** – Respect your classmates and teacher's opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. **Be Responsible** – You EARN your grade in this class; I don't GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes cannot be made up and tests are made up by appointment only.

Discipline Procedures
Class discipline procedures are based on the severity of the situation and school rules.
1. Verbal Warning
2. Teacher-Student Conference
3. Teacher Detention/ Call Home to Parents
4. Referral

Classroom Procedures
1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Cell phones, Ipods, tablets and all other electronic devices are not to be seen or heard from during class unless instructed by the teacher.
7. Ask permission before going to the bathroom. (2 free bathroom passes per quarter)
8. Clean up your own mess as well as the entire classroom at the end of every period.
9. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Materials

1. Binder with dividers
2. Lined Paper
3. Pencil or Pens (Blue or Black only)
4. Colored Markers or Pencils
5. Highlighter

Grading

It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. There will be no make-ups for quizzes. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made with the teacher.

Required Class Activities	Percentage of Grade
Classwork (projects, notebook and assignments)	50%
Tests and Quizzes	30%
FFA (2 FFA activities required per quarter)	10%
SAE (each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)	10%

FFA, SAE, and Record books

If a student wishes to participate at fairs and shows through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 2 FFA activities quarter and maintain an up-to-date record book for their SAE. If a student participates in a variety of FFA activities they will have an opportunity to participate in our incentive trips.

Please Return to Mrs. Mendonza as part of your grade in my class.

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____ Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____ Date _____

Check Off _____

Ag Earth Science Year Plan

(37 weeks) * Earth Sciences Standards denoted (ES). Agriculture Content Standards denoted (AG). Foundation Content Standards denoted (FDN)

Use this as a template for planning your year. Take the opportunity to write in YOUR CHAPTERS from your selected text book, and make a note of labs you would like to use from the selections provided.

Weeks	Unit	My Chapters	Topic	Standards	Labs
2	Introduction to Earth Science & Class Overview		Establish Procedures FFA Involvement Agriculture and Earth Science Overview	(FDN) 1.2, (AG) C 1.0, 2.0, 13.0	
3	Intro to FFA		FFA, SAE & Classroom Career Development Events Leadership Opportunities	(AG)	
3	California Geology & CA Agriculture		CA Geology & Natural Resources	(ES) 9 a-d (FDN) (AG) C 1.0, 2.0, 3.0, 10.0	
4	Earth's Place in the Universe		Solar System Structure Stars, Galaxies & Universe	(ES) 1 a-g, 2 a-g (FDN) 1.1, 1.2, 2.1, 2.3, (AG) C 2.1-2.3, 6.2, 10.2, 11.2, 13.3; D 4.1	
3	Dynamic Earth Processes		Plate Tectonics	(ES) 3 a-f (FDN) 1.1, 1.2, 2.1 (AG) C 1.4, 1.5, 2.1, 2.2, 2.3, 4.2, 10.1, 10.2, 13.3; E 3.1	
3	Structure and Composition of the Atmosphere		Atmosphere Structure	(ES) 8 a-c (FDN) 1.1, 2.2, 5.3, (AG) C 2.1, 9.2, 11.5, 13.3	

Second Semester

4	FFA Ag Leadership	Record books Spring CDE Opportunities SAE Development	(FDN) 1.0, (AG) A 4.0, A 6.0,	
5	Energy in the Earth System	Solar Radiation &Heat Wind & Ocean Currents Climate & Weather	(ES) 4 a-d, 5 a-g, 6 a-d (FDN) 1.1, 1.2, 2.2 (AG) C 1.2, 1.4, 2.1,2.2, 2.3, 3.3, 6.4, 6.5, 9.2, 10.1, 11.2, 13.3; D 11.2, 11.3; E 1.0, 2.0, 3.0, 4.0, 7.1, 11.0; G 3.4	
3	Biogeochemical Cycles	Carbon Cycle & Movement of matter	(ES) 7 a-d (FDN) 1.2, 2.1, 2.2, 2.3, 5.3 (AG) C 1.5,2.1, 2.3, 10.1 10.2, 11.2, 13.3; E 1.1, 1.4, 1.5, 2.3, 3.2; G 6.4, 7.1	
2	Review for Standardized Testing	Review 6 Major Concepts	All	Gallery Learn Book Be the Teacher
1	Standardized Testing			
4	Record Keeping & Management	Record Book s Updated and Proficiency Award Applications Completed	(AG) A 4.0	

AG GOVERNMENT/ECONOMICS
Oakdale High School
Mrs. Mendonza Room P2
Agriculture Department

COURSE DESCRIPTION

America's agricultural industry is the mainstay of the United States economy. Understanding economics and regulations of this diverse industry is critical to its success and prosperity. Students will study the constitution, federalism, the Farm Bill, macroeconomics, economic systems, and Ag marketing cooperatives. There will be a strong emphasis on students gaining the knowledge needed to be active citizens in today's society. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

AG GOVERNMENT COURSE GOALS Upon completion of this course, the students will:

1. Explain the fundamental principles and moral values of American Democracy as expressed in the US Constitution and other essential documents of American Democracy.
2. Evaluate, take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
3. Evaluate, take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those moral values and principles for a free society.
4. Analyze the unique roles and responsibilities of the three branches of government as established by the US Constitution.
5. Summarize landmark US Supreme Court interpretations of the Constitution and amendments.
6. Evaluate issues regarding campaigns for national, state, and local elective offices.
7. Analyze and compare the powers and procedures of the national, state, tribal, and local governments.
8. Evaluate and take and defend positions on the influence of the media on American political life.

AG ECONOMICS COURSE GOALS Upon completion of this course, the students will:

1. To develop an appreciation of agriculture and how it affects our economy.
2. To incorporate agriculture into the principals of economics, business management, employability and marketability of agricultural products.
3. To create an awareness of the importance of agricultural business & economics.
4. To prepare students for college level entry in the various disciplines of agriculture science
5. The student will demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
6. The student will demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.
7. The student will demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
8. The student will demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.
9. The student will demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.
10. The student will demonstrate the ability to analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.

TEXTBOOKS & REFERENCE MATERIALS

REQUIRED MATERIALS:

Students are required to have a thin 3-ring binder **to be used for this class only**, and a writing utensil (pencils are more useful). All work will be kept in this notebook for grading and review. The student's work will not be graded unless it is in this notebook, neat and in proper order.

METHODS OF INSTRUCTION

1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
4. Research and Reading assignments
5. Developmental Projects
6. Audio/Visual Presentations
7. Internet Tutorials

COURSE FORMAT / ASSESSMENT

A. Fifty percent Classroom Instruction, Participation, classwork including: **50%**

- Discussion
- Demonstration
- Lecture/Note Taking
- Reading assignments/Current Events
- Bell Ringer weekly tweets

1. Students will be responsible for textbook reading and a variety of classwork assignment as determined by the instructor.

B. Thirty percent Tests and Quizzes **30%**

- Examinations
  - Quizzes that utilize problem-solving methods.
  - Objective tests will be given on a regular basis.
  - A comprehensive final examination each semester.

C. TEN percent **10%**

A. (Supervised Agricultural Experience-SAE)

1. Students will be responsible for completing one or more projects throughout the school year.
   - Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming, ag government/economics research project……)

D. TEN percent **10%**

B. (FFA Participation)

- Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Oakdale FFA Chapter.
  1. Therefore, each student is REQUIRED to participate in a minimum of 2 FFA activities every quarter (i.e. FFA Meetings, Volley Ball Tournament, Conferences….) 10 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

TOTAL…… 100%

Ag GOVERNMENT COURSE OUTLINE-One Semester

Unit 1 – Foundations of Government
Unit 2 – The Legislative Branch
Unit 3 – The Executive Branch

Unit 4 – The Judicial Branch
Unit 5 – Rights and Responsibilities
Unit 6 – The U.S. Political System
Unit 7 – State and Local Government
Unit 8 – The U.S. and the World

Ag ECONOMIC COURSE OUTLINE-One Semester
Unit 1 – What is Economics
Unit 2 – Elements of Microeconomics
Unit 3 – Free Enterprise at Work
Unit 4 – Elements of Macroecronomics
Unit 5 - Government and the Economy
Unit 6 – International Economics
Unit 7 - Agri-Business Research Project/SAE Project

Major Class Rules (Dismissal):

1. A ***positive*** attitude ☺
2. ***Respect*** for yourself and the ideas, physical & emotional safety of others.
3. Every student has the right to learn.
4. The teacher has the right to teach.
5. Anything that prevents numbers 1-4 from happening is not tolerated.

General Rules (Consequence):

1. **Be on time.**
2. **Be on task.** No cell phones or ipods in the classroom.
3. **Be organized.** The student must place his/her name on all papers or may not receive credit. Handouts and work should be kept in the student's notebook for evaluation, neatly and in order, unless the instructor indicates otherwise.

Behavior Expectations:

1. Listen when others are talking.
2. Follow directions.
3. No hats once you enter the classroom.
4. Show respect for all school and personal property. Work and learn in a safe and clean environment.
5. A tardy = not sitting at assigned desk at the time the final bell rings.
6. Three bathroom/hall passes are allowed per semester. Unused = extra credit/

GRADES:

Grades will be based on participation, completion of academic work, record books, and SAE and CDE involvement at the class/local level and above the local level. All areas are required for a full grade consideration, including FFA participation. Weekly work reports are mandatory. Your work is expected timely and to be of the highest effort.

All tests/assignments must be completed within one week of the original date in which they were given or will result in a zero if not made up. **It is the students job to get work upon return from the teacher for the days missed.** Students are informed of major exam ahead of time, so the exam will be given on the first day of the student's return. If the student is not aware of the exam due to extended absence, then two days will be allowed for the student to catch up on missed notes. It is the student's responsibility to find out what work, etc., was missed.

HOW DO I GET HELP?

A. "Ask and you shall receive!"
B. I plan on being in my classroom by 7:15 most mornings and leaving by 4:00 after school except for Wednesdays.
   OR
C. I RECOMMEND to all students who need extra help, to make an appointment to meet with me before, after school or lunch to ensure that I will be in my classroom.
D. Ask questions during class, don't be shy, the question you have might be the same question someone else has. If you ***are not understanding*** a concept or procedure, let me know so that I can explain it differently.

RESOURCES:

In addition, please check out my class website for resources, schedules, forms, updates, pictures, and general information.

Mrs. Mendonza
rmendonza@ojusd.org

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____ Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____ Date _____

Check Off _____

Oakdale Joint Unified School District
Agriculture

Agriculture is an important and integral part of the OHS experience. Many of our students come from agriculture backgrounds. OHS has over 300 students taking Ag classes with many students having more than one Ag class. The Ag curriculum parallels the regular science curriculum. Freshmen may take Introduction to Ag Technology (Earth Science), and sophomores may take Biological Approaches to Agriculture (Life Science). These courses parallel the state curriculum and align with state standards. These courses also meet UC/CSU A-G entrance requirements in their respective areas. This will help Ag students do well on state tests.

Once students have the basics, they move on to other Ag electives. These elective include Floral Design, Leadership, Horticulture, and Advanced Ag Mechanics --where students learn to weld and to work on individual projects related to agriculture.

Due to funding requirements, students who sign-up for Ag classes are encouraged to participate in FFA. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education, hands-on supervised agricultural experiences and FFA, which provides leadership opportunities and tests students' agricultural skills.

FFA members embrace concepts taught in agricultural science classrooms nationwide, build valuable skills through hands-on experiential learning and each year demonstrate their proficiency in competitions based on real-world agricultural skills. Today, there are 610,240 FFA members, aged 12-21, in 7,665 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. FFA operates on local, state and national levels.

Each student in an Ag class must have a project. Students may raise and show animals, have work experience in agriculture, raise crops or houseplants, build things, do landscaping, flower arranging, or small animal care.

Ag students learn valuable skills in FFA. Students learn aspects of leadership including parliamentary procedure using Robert's Rules of Order, learn to debate, and learn how to run for office. Students engage in public speaking in different categories: prepared manuscripts (6-8 minutes), extemporaneous (4-6 minutes impromptu) and creed recitation. Students also engage in Best Informed Greenhand (a test on FFA history). Students can participate in Career Development Events (CDE's) where they can acquire skills in various agriculture areas. The judging teams compete at several universities and junior colleges throughout the state and get exposure to post-secondary possibilities.

FFA students can earn proficiency awards in 29 different areas related to specific projects. The awards start at the local level and go up to the state and national levels. Each year there are a number of conferences students may attend to broaden their educational experiences. FFA has a number of degrees: Greenhand for first year members, Chapter Farmer for second year, State FFA Degree for third year, and American FFA Degree for fourth year.

Student FFA Activities
Leadership
Livestock Science
Ag Sales and Service
Ag Mechanics
Marketing
Stanislaus County Fair
Best Informed Greenhand
Opening/Closing Ceremonies
Wildlife Management
Creed Speaking
Parliamentary Procedure
Dairy Science
Equine Science
Ornamental Horticulture

Course Offerings

- Introduction to Ag.Technology 14513
- Biological Approaches to Agriculture 14533
- Ag Mechanics Skills and Technology 14507
- Advanced Ag. Mechanics 14521
- Ag Welding and Construction 14557
- Floral Design I 14540
- Floral Design II 14541
- Horticulture 14570
- Ag Government/Economics 14595
- Ag Leadership 14515
- Ag Chemistry (Pending)

Staff Members

Ed Hartzell
Rebecca Mendonza
Isaac Robles

FLORAL DESIGN

Credits: 10 **Grade:** 10 – 12
CSF III **UC/CSU:** F

Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.
Prerequisite: none

FLORAL DESIGN II

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.
Prerequisite: Successful completion of Floral Design I

AGRICULTURE EARTH SCIENCE (Introduction to Agricultural Technology)

Credits: 10 **Grade:** 9 - 10
CSF II **UC/CSU:** G

This course is for first year ag students preparing for careers in the agri-science industry or just interested in agriculture. Students will learn about state and local agriculture, career information, leadership and agriculture skills development. Agriculture's role in our environment will be a major emphasis. Both FFA participation and project activities. This class fulfills one year of physical science credit.
Prerequisite: Interest in Agriculture.

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 5 **Grade:** 10 – 12
CSF III **UC/CSU:**

This course is for students with an active FFA background and is designed to promote leadership skills, goal setting, and event planning. Students interested in enhancing public speaking skills will also benefit through research and organizational procedures. This course will benefit students involved in FFA judging competitions.
Prerequisite: none

AGRICULTURE BIOLOGY (Biological Approaches to Agriculture)

NCAA **Credits:** 10 **Grade:** 10 – 11
CSF II **UC/CSU:** D

This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.
Prerequisite: Introduction to Ag Technology is recommended, but not required.

INTRODUCTION TO AG MECHANICS (Ag Mechanic Skills and Technology)

Credits: 10 | Grade: 9-10
CSF II | UC/CSU:

This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, and electricity and plumbing. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.
Prerequisite:

ADVANCED AG MECHANICS AND WELDING

Credits: 10 | Grade: 10 – 12
CSF III | UC/CSU:

Students will develop skills in advanced woodworking, arc, mig, tig and oxy-acetylene welding, project design/ construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.
Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

CTE - AG WELDING & FABRICATION (ROP)

Credits: 20 | **Grade:** 11 –12
CSF III | **UC/CSU:**

This class is designed to give the students maximum shop time for building and repairing agriculture equipment and constructing other projects. Units of instruction are given in all aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design and ordering materials will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course.
Prerequisite: Advanced Ag Mechanics

AGRICULTURE GOVERNMENT/ECONOMICS

Credits: 10 | Grade: 12
CSF I | UC/CSU: A (Gov)/ G (Econ)

This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.
Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

HORTICULTURE (PENDING A-G APPROVAL)

Credits: 10 | **Grade:** 9-12
CSF III | **UC/CSU:**

This course will provide the student with theories and principals related to environmental and ornamental horticulture. This course is designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature.
Prerequisite:

AGRICULTURE CHEMISTRY (PENDING A-G APPROVAL)

Credits: 10 **Grade:** 10-12
UC/CSU: Pending

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with an emphasis on chemistry's application to the environment and agricultural practices. This course covers fundamental principles of properties of matter and chemical reaction as well as use of laboratory investigations to demonstrate and explore these concepts. Students will also participate in ag leadership development and create a chemistry-related supervised agricultural experience program (SAE). Students will be required to participate in both FFA and SAE programs, both of which are graded components of this course.
Prerequisite: Students must have received a grade of "C" or higher in Geometry or Math II, as well as Agriculture Biology.

AGRICULTURAL EDUCATION - UDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Hicks Last Donna First J MI

B. Gender: (Circle One) Male (Female)

C. Date: 9/5/15 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 (3) 4

E. Grade Level In School: (Circle One) 9 10 (11) 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
X Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 570 CRANE Rd

Phone Number: 209-603-6106

Parent/Guardian Name (Print Full Name For Each)

(Mr) Justin Hicks
Miss
(Mrs) Stephanie Hicks
Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Ag teacher

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____
2. Go to College _____
   Community College _____
   Four Year College X
   Full-Time Student _____
   Part-Time Student _____
   Agriculture Major X
   Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 7/95

T

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR SOPHOMORE YEAR JUNIOR YEAR SENIOR YEAR

STUDENT CAREER DATA SHEET

A. Name Bates (Last Name) Joshua (First Name, MI)

B. Gender: Male X Female ____

C. Date: 6/4/2016

D. Year in Agriculture Program: 1 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 10 (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

- ____ Plant & Soil Science (4010)
- ____ Animal Science (4020)
- X Agricultural Mechanics (4030)
- ____ Agricultural Business (4040)
- ____ Ornamental Horticulture (4050)
- ____ Forestry & Natural Resources (4060)
- ____ Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

- ____ I plan a career in agriculture
- ____ Not a career, just an interest in agriculture.
- ____ Not interested, placed in class.

H. Hispanic: Yes____ No X

Race: (Select Only One)

- X White
- ____ Asian
- ____ Asian Indian
- ____ Cambodian
- ____ Chinese
- ____ Hmong
- ____ Japanese
- ____ Korean
- ____ Laotian
- ____ Vietnamese
- ____ Black
- ____ Americian Indian
- ____ Native Hawian/Paccific Islander
- ____ Filipino
- ____ Guamanian
- ____ Samoan
- ____ Tahitian
- ____ 2 or More

I. Locator Data:

Street Address: 1736 Churchill Downs Cir, Oakdale, CA 95361

Phone Number: ____

Parent/Guardian Name (Print Full Name For Each)

Mr. ____

Miss/Mrs./Ms. ____

Email: ____

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

____

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time ____
   No Further Education ____
   Some College Later ____
2. Go to College ____
   Community College ____
   Four Year College ____
   Full-Time Student ____
   Part-Time Student ____
   Agriculture Major ____
   Non-Agriculture Major ____
3. Go Into Military Service ____

Plan Updated: 2015-10-15

Student Number: 1301376

Bates , Joshua

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
Course	Course	Course	Course

F

OAKDALE FFA (/)

Search

Do you have a: story, memory, position, or lesson about Agriculture/ FFA? Send Liza (mailto:lizamarsellaffa@yahoo.com) your drafts to get them published on the website!

Cake Auction on March 22nd!

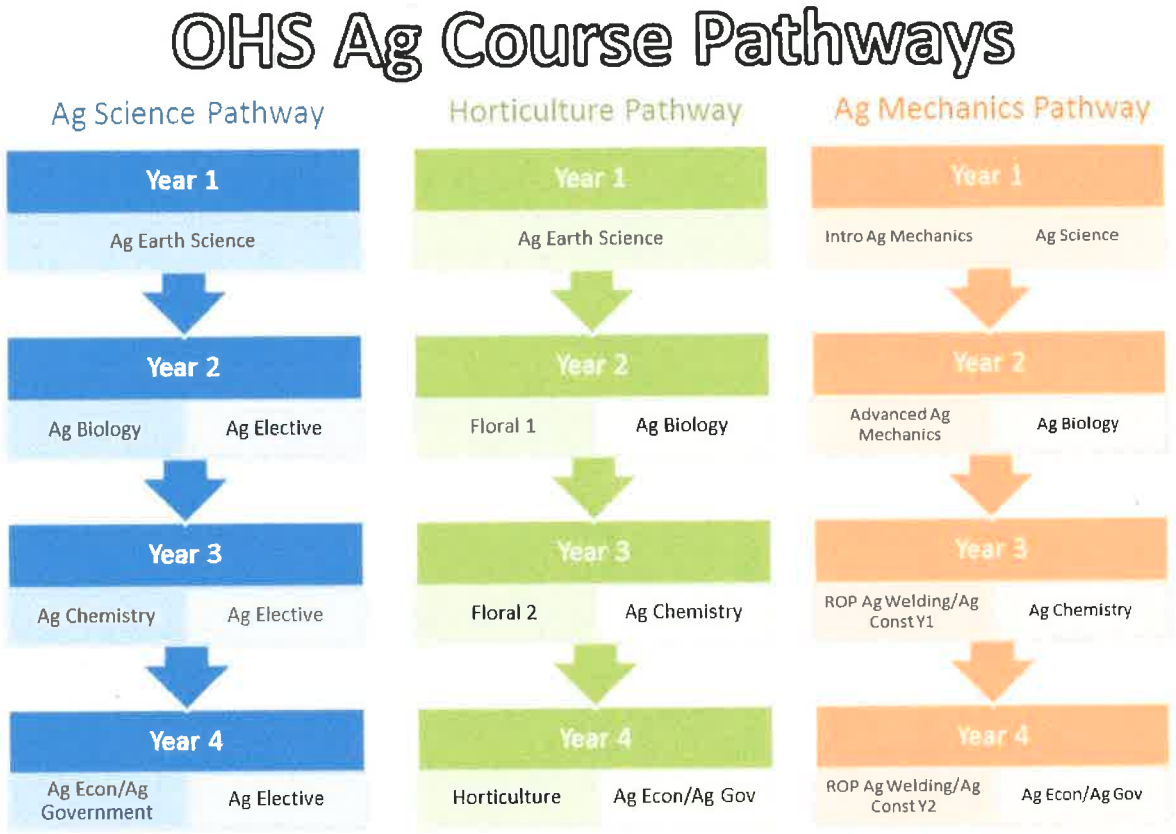
Enter your delicious creations to raise money for our Chapter.

The Categories are: Original, Chocolate, Agriculture, and OHS school spirit!

Tickets are $10.00 for Adults and $5.00 for kids

Enjoy a fun Silent Auction and live auction of you, other members of chapter, and their family's deserts. How yummy it is to raise funds!

Picture



Confident and capable. Healthy and knowledgeable. FFA helped shape me into the person I am today. It opened many doors for me. Oh, and did I mention, made me realize my calling? I participated in agricultural communications, a career development event (CDE), hosted by the FFA. I enjoyed it so much, I decided to pursue a degree in it.

FFA has been positively influencing future generations, like me, for more than 85 years. Here are 10 things I believe your children will gain by getting involved in this program.

Leadership skills. We all want our children to be successful. Public

speaking, group projects and running for offices. All activities that contribute to leadership skills. All found in FFA.

Knowledge of agriculture. How do tractors run? What exactly is a cotton boll? What's the proper way to handle an animal? Just ask anyone involved in FFA. They'll tell you.

Healthy living. This organization provides the building blocks toward a healthy lifestyle. Members learn about food, where it comes from and how to keep it safe and environmentally friendly.

Confidence. Many children today have no social outlets. Giving them a chance to meet people, complete projects and enter contests will spur a self confidence in them that many children lack.

Good sportsmanship. We live in a world where "every child is a winner." But the truth is they aren't. What they need to learn is competition. Stock shows, skills tests and speaking contests are all outlets in which children can participate in healthy competition.

Work ethic. FFA members complete a wide variety of projects throughout the year. These projects require dedication, time management and hard work.

Community service. "Learning to Do, Doing to Learn, Earning to Live, Living to Serve." That's the FFA way. Enough said.

Lifelong friendships. All things aside, your children will make friends who share the same passion for agriculture. These friends become peers. Then colleagues.

Scholarship opportunities. We all want our children to get a college education. But face it. College comes with a big price tag. Let FFA help you.

And many other skills. Entomology. Communication. Horticulture. Food quality inspection. Economic and business development. The opportunities are endless and expand outside agriculture.

Opening and Closing Ceremonies (OCC) results!

Oakdale FFA had an outstanding evening last night at the Stanislaus/Tuolumne Sectional Opening and Closing Contest held at Gregori High School.

Our Freshmen/Novice Teams Placed 1st and 2nd with 4 Outstanding Officers. Our Open Teams Placed 1st and 3rd with 3 Outstanding Officers and our Advanced Officer Team Placed 1st with 2 Outstanding Officers.

1st Place Freshmen Team members: Daytona McGinnis
McKenna Dyson
Anna Sisco
Eden Cassinetto – Outstanding Treasurer
Billy Gonzales
Cierra Polhemus – Outstanding Sentinel

2nd Place Freshmen Team Members: Kylea Dunnagan
Blake Morgan
Emma Fallentine – Outstanding Secretary
Augusta O'Ferrell
Morgan Bairos – Outstanding Reporter
Kyelle Underwood

1st place Open Team Members: Tate Borba
Emma Wright – Outstanding Vice President
Sadie Hensley
Hope Kindred – Outstanding Treasurer
Ty Jones
Matthew Gonzales

3rd Place Open Team Members: Natalie Thompson
Nicole Mendonca
Marnelle Salie
Katie Serpa
Race McGinnis – Outstanding Reporter
Kaleena Smith

1st Place Advanced Officer Team – Madison Morgan
Kevin Snyder – Outstanding Vice President
Donna Hicks – Outstanding Secretary
Sophia Fifer
Liza Marsella
Clay Verdegaal

Our Chapter was featured in the 50th year anniversary merger edition of New Horizons! Great job on the article Liza, pick up a copy in your ag. class!

Welcome to Oakdale FFA!

Here's what we're up to...

Recently our officers took a trip to the beautiful coast in Pismo Beach! On this trip we planned our entire year and set goals as a chapter and as individuals. We are excited to inform you that your new theme for this coming year is,

"Oakdale FFA, driven to succeed since 1931."

Wondering to yourself why we picked this? Well, if you didn't already know Oakdale FFA is going to be turning 85 this school year! Not only is this a call for celebration, but a call for action. Even though over the years we have flourished, we need to strive to grow even more. Let's reach out and do more for our community, let's strive to do even better

in various competitions, and let's really see what Oakdale FFA can achieve in the years to come. We challenge our fellow students to bust out of their comfort zone and to go above and beyond to serve the community. So keep the roads clear everyone, full speed ahead, because Oakdale FFA is driven to succeed and there is no stopping us!

^ TOP

6

SAE Poster Board

Background:

This past year every Agricultural student was hard at work on their Supervised Agricultural Project. We as Agricultural Teachers understand the hard work and dedication that many of you have put into your SAE over your time in the Agricultural Department. Now is your chance to showcase your hard work in a poster depicting you and your SAE.

Directions:

You are to create a poster that showcases your SAE. There are a few guidelines to follow.

1) Poster board:
   a) Must be at no smaller then 28" x 40" in size and no larger then 36" x 48"
   b) Must be free standing
   c) Must use color
   d) Must be able to be seen from 3 feet away and includes labels

2) SAE:
   a) SAE Proficiency Area(s) – Placement or Entrepreneurship and Area
   b) At least 5 clear pictures of student actually doing the project (no posed pictures) or 2 of you and 3 related to the lesson you are teaching.
   c) Description of the project, also top 3 FFA Activities, Top 3 School/Community Activities and Career Goals
   d) List of responsibilities for the project
      i) Short Description needed
   e) List of at least knowledge/skills gained
      i) Description of at least 5 technical skills gained
      ii) Teach us a skill you use on a daily basis with your project.

3) Technical:
   a) Grammatical skills must be employed
   b) Students self grade themselves
   c) Paperclip the rubric to the inside of the project

The poster is due in your Agricultural Classroom on or before May 1st, 2016

Supervised Agricultural Experience Poster Rubric

150 Points Possible - Due Date: May 1st

CATEGORY	10	7	4	1
Graphics - Originality	Several of the graphics used on the poster reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Required Elements SAE Proficiency Area(s), at least 5 clear pictures, description of the project(s), list of responsibilities, list of knowledge/skills gained, Top 3 FFA activities, Top 3 School/community activities and Career Goals.	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Content – Technical Facts/Skills	At least 5 technical facts/skills are displayed on the poster.	4 technical facts/skills are displayed on the poster.	3 technical facts/skills are displayed on the poster.	Less than 2 technical facts/skills are displayed on the poster.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.

H

Instructional Plan	Instructor: Aspen Pirtle
Course:	Agriculture Courses (Horticulture, Ag Science, Agricultural Business Operations, and Introduction to Agriculture)
Unit:	SAE: Section 1
Competency:	15:C:4b
Lesson Title:	"Supervised Agriculture Experience"
Estimated Time:	

Terminal Performance Objective:

By the end of this lesson students will be able to apply concepts learned to their SAE area.

Enabling Objectives / Study Questions

- Explain the benefits of SAE
- Describe the types of SAE programs
- Explore the areas of SAE programs
- Create innovative ideas for SAE projects
- Determining how to plan for an SAE program

Materials, Supplies, Equipment, References, and Other Resources:

Materials and Equipment:

- Computer with DVD capability
- Projector
- Survey Packet

Resources:

- http://www.youtube.com/watch?v=SR8QlKtv6pg
- http://www.youtube.com/watch?v=egEQVcnydKU
- http://www.youtube.com/watch?v=iBcyqqJFg04

Situation:

This lesson is intended to be used in the Introduction to Agriculture course, but may be used throughout several agricultural courses. Students have little to no knowledge regarding to SAE's so it will be important to establish that connection throughout this unit.

Interest Approach (Motivation):

Do: Have old scrapbooks and record books laid out on table.
Say: We are starting into the next section of SAE's, how many of you would like to learn more about my FFA career or even past members careers? Well today you are going to get that opportunity.
Do: Split students into half. Have one group look at scrapbooks and the other set of students look at the record books. Allow for about 5-10 minutes.
Say: (When finished) So why do you think this is important?

Communicate Objectives, Define Problem or Decision to be Made, or Identify Questions to Investigate:

This was important because everyone has a story of how they first started out and each of you will have that same opportunity to do just that in this class. Today, we will:

- Explain the benefits of SAE
- Describe the types of SAE programs
- Explore the areas of SAE programs
- Create innovative ideas for SAE projects
- Determining how to plan for an SAE program

Instructor Directions / Materials	Content Outline, Instructional Procedures, and/or Key Questions
Explain the benefits of SAE	What does the word SAE mean? SAE stands for Supervised Agricultural Experience. And there are several factors for why an SAE program is important for individuals in the agriculture classroom. Let's explore the benefits of SAE: • Applies with career and personal choices while building self-esteem. • Develops employability and thinking skills • Assists in the transition from school to work. • Provides an opportunity for students to explore various agricultural subjects and interests. • Providing an opportunity to earn money while learning. These benefits listed are ones that while carry you far into the future by providing the necessary skills you will need as an adult.
Describe the types of SAE programs	When you become involved in an SAE project there are several types or categories that an individual could potentially fall into. The SAE project types are: - **Placement**-students will work for an employer of their choice. - **Entrepreneurship**-students will run and operate their own business. - **Agriscience research**-this is a science based experience using laboratory procedures to study a problem related to agriculture. Placement • Allow students to develop skills and gain knowledge in an area interest while preparing them for future academic and professional endeavors. • This can involve work on a farm or ranch, an agricultural business, government agency or community facility, as well as laboratory work and experimentation. • This SAE area can be paid or unpaid and may be conducted in the area of agriculture, agribusiness or natural resources. • Primary advantage of placement is that students will receive supervision and instruction by their employer/mentor outside the classroom. • They also have a chance to explore agricultural careers, build a resume and earn money. Entrepreneurship • Aspiring entrepreneurs have an opportunity to create, own and manage a business. • Within this SAE category, students acquire skills and competencies needed for production agriculture or agribusiness enterprise while gaining valuable hands-on experience and in most cases, earning a profit. • Entrepreneurship programs require students to learn all aspects of business ownership including planning, implementation, operations and financial risk, as well as the production, management and distribution of goods and/or services. Agricultural Research • For scientific minded students, research-based SAE projects and

Instructor Directions / Materials	Content Outline, Instructional Procedures, and/or Key Questions
	programs offer opportunities for innovation and new discovery in the growing area of Agriscience. • In an experimental program, students conduct and develop scientific experiments to solve a problem or gain new knowledge. • A non-experimental SAE program, students assume the role of "detective" to address a problem or answer a question through extensive research.
Explore the areas of SAE programs *By a show of hands, how many of you found an area that interests you? Wait for students to raise hands.*	Now that we have discovered the types of SAE projects, we can begin to look at the areas that might interest us all. The areas of SAE projects can be found in this list of items: • Agricultural Communications • Agricultural Education • Agricultural Mechanics Design and Fabrication • Agricultural Mechanics Energy Systems • Agricultural Mechanics Repair and Maintenance • Agricultural Processing • Agricultural Sales • Agricultural Service • Aquaculture • Beef Production • Dairy Production • Diversified Agricultural Production • Diversified Crop Production • Diversified Horticulture • Diversified Livestock Production • Electrical Technology • Emerging Agricultural Technology • Environmental Science and Natural Resources • Equine Science • Fiber and/or Oil Crop Production • Floriculture • Food Science and Technology • Forage Production • Forest Management • Fruit Production • Grain Production • Home/Community Development • Landscape Management • Nursery Operations • Outdoor Recreation • Poultry Production • Safety • Sheep Production • Small Animal Production and Care • Specialty Animal Production • Specialty Crop Production • Swine Production • Turf Grass Management • Vegetable Production • Wildlife Production and Management

Instructor Directions / Materials	Content Outline, Instructional Procedures, and/or Key Questions
Create innovative ideas for SAE projects *Ask students to come up to the board one at a time.*	Well after seeing that several of you might have found an area that interests you we need to think of some ways to start these projects for you. So can anyone come up to the board and think of one item we might need to look at? So a more formal list that we could come up with might look something like this: 1. Cost 2. Potential Profit 3. Marketing 4. Space or land required 5. Availability of equipment 6. Length of time to completion 7. Amount of time student has available 8. Learning? 9. Sufficient scope to be challenging not overwhelming 10. Legal issues 11. Availability of transportation 12. Related to career choice 13. Personal interest Okay so this is a start to building some ideas of how we could make an SAE project work.
Determining how to plan for an SAE program	But, maybe you're not sure of what direction you want to go. This is where we need to talk about how we can get started with this process. So first, we need to probably research some different types of SAE's, then we need to complete a plan for our project experience area and then we need to come up with a timeline for what you want to accomplish in order to keep you on task.
Application:	Students will have the SAE packet to work on to make sure they comprehend the items related to SAE. This packet is filled with an interest survey and some other information to highlight what we just discussed. Then students will be ready to research some different project areas as they relate to their interests.
Closure/Summary:	In closing, there are many aspects in agriculture that can take you far in life. The Supervised Agriculture Experience program is designed to do just that; provide experience for high school students to highlight their passions and future goals.
Evaluation:	Students will be evaluated on their packet along with their ability to find an area that they might be passionate in.

I

Oakdale High School Agriculture Department Student Files

5

UC Course Submission Form

Course Title: Agriculture and Soil Chemistry

Course Overview

This course explores the physical and chemical nature of soil as well as the relationships between soil, plants, animals and agricultural practices. Students will examine properties of soil and land and their connections to plant and animal production. Using knowledge of scientific protocols as well as course content, students will develop an Agriscience research program to be conducted throughout the first semester of the course.To complete that whole project each student will investigate and test an Agriscience research question by formulating a scientific question related to the course content, formulating a hypothesis based on related research, conducting an experiment to test the hypothesis, collecting quantitative data, and forming a conclusion based on analysis of the data. The result of this research program will be an in depth research and experimentation paper that is technically written, based on scientific protocol, and cited using APA formatting. Additionally, students will develop and present a capstone soil management plan for agricultural producers, using the content learned throughout the course. Throughout the course, students will be graded on participation in intracurricular FFA activities as well as the development and maintenance of an ongoing Supervised Agricultural Experience (SAE) program.

Academic Subject: Lab Science

Select One: Life Science (Biology)
Chemistry
Physics
Interdiscplinary

CTE Sector and Pathway: Agriculture and Natural Resources | Agriscience

Course Content:

For each unit please provide the following information:

1) Description of topics: **describe the topics and skills students learn in the unit. Focus on describing the actual work of the course and not the content standards the course aligns with.**

2) Assignment summaries: Describe each major assignment that makes up the "identity" of the unit: What do students produce to demonstrate learning? What are the major parameters of that work and what purpose does it serve?

Unit One:

Agriscience Practices

Unit Description

This introductory unit will focus on proper methods of agriscience inquiry. Through a series of mini-lab experiences based on the course content, students will learn to ask questions and define problems, conduct research to form a hypothesis, determine the experimental design and conduct experimentation, analyze and interpret data, develop conclusions and then communicate their findings in lab reports. Not only will the students learn to utilize proper scientific method protocol through conducting these mini-labs, they will also learn what topics will be taught throughout the year in order to guide them in selecting the problem/question for their individual Agriscience Project. Through these mini-lab experiences and unit content, students will be provided with the skills and knowledge to successfully establish the idea they will pursue in their Agriscience Project. By the end of this unit, students will complete the Agriscience Project Research Proposal for their on-going science experiment that will be conducted throughout the first semester of the course.

Key Assignments

1. Soil Structure and Composition Mini-Lab - Calgon Testing

Students will learn that soil is composed of different size particles at varying percentages by conducting an experiment where students separate, examine and identify the major components of soil to better understand how these components give soil its unique physical characteristics. Students will learn to measure the percentage of sand, silt, and clay in a soil sample. Soil samples should be collected in the course of a walking field trip where students will take samples from varying locations on the walk. Students will mix one cup of soil sample with laundry detergent powder in a mason jar in order to dissolve the soil aggregates and keep the individual particles separated. Once the soil sample mixture sits for three days, students will measure and determine the percentage of each particle within their specific soil sample. Students will write a lab report to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

2.Water and Soil Management Mini-Lab - Water Percolation

Students will learn how to design a scientific experiment through proper scientific method and how to develop a research proposal. Students will be put into groups to produce a mini-proposal which will include the specific water percolation problem/question they will research for this lab, three literary research references, a

hypothesis and scientific procedure. Students will also learn how soil composition impacts the speed of water percolation or amount of water absorption by conducting the experiment they designed. Students will create a lab report that includes their data and analysis/conclusion. The lab not only develops students ability to write a proposal and a scientific experiment, but exposes them to the relationship between water and soil management.

3. Plant and Soil Management Mini-Lab - Nutrient Uptake
Students will learn that plants utilize nutrients in soil to grow and develop. Each student will bring in a soil sample from their yard to utilize in this lab. They will divide the sample into two pots, one that will be a control sample and the other will be amended with animal manure compost. They will test the nutrients of these two pots of soil with a standard soil testing kit in order to record the levels of Nitrogen, Phosphorus, and Potassium in their control and amended samples. A bean seed will be planted in each pot of soil to germinate and grow over the course of a two week period. Throughout the two weeks, students will be recording quantitative data on seed germination, plant growth, and soil nutrients. After analyzing their data, students will determine how much of each nutrient was utilized by the bean plant. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

4. Animal and Soil Management Mini-Lab - Animal Manure Amendment
To build on to the learning of nutrient uptake in the previous lab, students will extend their data analysis to make conclusions on why the bean plant in the amended soil sample had more optimal growth over the past two weeks than the bean plant in the controlled soil sample. This extended analysis of their data will allow the students to learn that animal waste can be composted and used as a soil amendment to increase soil nutrients for optimal plant growth. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

5. Technology Mini-Lab - Soil Moisture Testing
Building on the learning of soil composition in the Calgon lab, in this mini-lab, students will learn that the moisture levels in soil vary depending on the soil composition through the use of soil moisture sensing equipment. Students will learn how to operate a soil moisture sensor by testing the moisture levels in various soils. Students will return to the locations where soil samples were collected for the Calgon testing lab in order to test the moisture levels of those specific soils. They will use their data from the Calgon testing lab alongside the data from the soil moisture tests to determine how the composition of the soil impacts the soil moisture levels. A lab report will be written to summarize what occurred throughout the experiment, their data, and analysis/conclusion.

6. Agriscience Research Project Proposal
The key assignment for this introductory unit will be writing a research proposal for the student's planned Agriscience Project. To guide the students in deciding their agriscience research questions/problem, the mini lab experiences completed in this unit should be utilized.The written proposal will include their chosen problem/question that they will be researching and investigating, five pieces of literary references, and the steps to complete for their research project. This assignment marks the first in a series of assignments that will be necessary for students to complete in order to successfully complete their agriscience research project.

Unit Two:

The Nature of Soil

Unit Description
Students will use the methods of scientific inquiry, developed in the previous unit, to investigate the composition of the physical world, and discover how matter and energy change forms through biogeochemical cycles. Students will understand where soil originates by investigating the role of the rock cycle in soil formation. Students will learn how the electron configurations of different elements, present in the parent material, give them unique physical and chemical properties, and will further investigate how these properties impact soil characteristics. Students will identify how the climate, weather, and environment impact the soil properties, and will examine the role erosion plays in soil science. Students will collect soil samples from a variety of sources, and will use industry methods to determine the chemical composition of the soil and how this composition affects its physical and chemical characteristics. Students will connect to prior knowledge of life science by looking at how biotic factors impact soil type, composition and texture through investigation and experimentation. Students will use the results of their soil testing and the locations from which they took their samples to create a soil map of their local area. Students will compare their map to existing soil maps and analyses, and analyze the similarities and differences with the previous research.

Key Assignments
1. Sedimentary Rock Lab
In this activity students will model how sedimentary rock is formed by simulating weathering and erosion. Because sedimentary rock is the parent material for major components of many high quality soils, students will investigate the physical and chemical processes which create sedimentary rock. In this lab, students will use brown sugar to simulate the effect of water on soluble rock, show how water can dissolve various minerals, show how freezing water can crack porous rock, show the

effects of water's impact by pouring water on sand, and use a hairdryer and sand to simulate wind erosion on copper sulfate crystals. Students will turn in a lab report that details the results of the lab and that identifies which processes are examples of physical change (water expanding in cracks to break rocks, sand particles wearing away rock, etc.), and which processes are examples of chemical change (slightly acidic water dissolving limestone, oxidation of minerals to create metal oxides, etc.).

(http://www.rsc.org/education/teachers/resources/jesei/weather/home.htm)

2. Collect and Test Soil Samples: Physical Properties (figure out what elements might be in them based on chemical properties)
In this lab, students will learn how to test the physical characteristics of soil, so that they can learn how these characteristics affect a soil's capabilities in later units. They will be able to assess and amend a soil to achieve a specific agricultural application. Students will collect soil samples from a variety of locations around their community. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment, and will carry out a battery of industry standard tests to determine what physical characteristics the soil samples possess. After receiving instruction in what physical properties of matter are measured in soil testing, students will use the ribbon test, and also look at physical factors such as soil texture, composition, and particle size. Students will examine the soil for presence of living organisms, such as nematodes. Based on these properties, students will hypothesize what chemical elements are present in the soil. Students will research what chemicals are prominent in the soil in their test areas, and check their hypotheses against this research. Students will turn in an annotated bibliography detailing the major findings of their research. Students will give a presentation on their annotated bibliography, and give details on where their soil came from, the lab tests they performed, the results of the tests, their data analysis, and how that analysis compared to their research.

3. Background Scholarly Research and Forming a Hypothesis
As they begin work on their semester-long research project, students use skills in research and forming hypotheses developed in the previous units to develop a hypothesis for their agriscience research project. Students will use credible sources to conduct background research on the agricultural issue they are investigating by reading and deconstructing scholarly journal articles to identify the key components of their agriscience research project. They will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind, and ultimately reviewed by the instructor.

4. Test Soil Samples: Chemical Properties
In this lab, students will learn how to test the chemical characteristics of soil, so that as they learn how these characteristics affect a soil's capabilities in later units, they

will be able to assess and amend soil to achieve a specific agricultural application. Students will test the soil samples that they collected for the previous lab to determine the chemical properties of the samples. After receiving instruction in lab safety protocols, students will choose appropriate lab testing and safety equipment. After learning what chemical characteristics of soil are commonly tested, what reactions occur in the testing process, and how these tests are performed, students will carry out a battery of industry standard tests to determine chemical characteristics, such as pH, nitrogen levels, potassium levels, phosphorous levels and presence of micronutrients. Students will use their chemical tests to compare what chemical elements they found in the soil with what they hypothesized based on physical characteristics, and what they found in their research. Students will turn in a lab report which details where their soil came from, the lab tests they performed, the results of their tests, and the analysis of their results as compared to their findings in the previous assignment.

5. Experimental Design and Conducting Experimentation
Students continue work on their semester-long agriscience project by constructing an experimental design to test the hypothesis they developed in earlier in this unit. A written experimental design should be constructed consistent with scientific protocols using the systematic approach outlined in the previous units. Students will have their experimental designs reviewed by professional contacts (industry experts, agricultural instructors, local growers/producers, researchers or university representatives). After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. Raw data should be recorded using a field book or electronic device.

6. Creating Soil Maps
Students will take the soil analysis results from the previous assignments to construct a soil map of their local area. Based on the physical properties, such as soil texture, composition and particle size, the chemical properties, such as pH, nitrogen levels, micronutrient levels, etc., and the specific location from which the soils came, students will categorize the soil samples and the class will construct a comprehensive soil map of the local area. Students will then compare their map to existing soil maps, and analyze the similarities and differences with the previous USDA-NRCS maps.

7. Soil Management Project
The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. The teacher will procure samples of soil from a variety of local farms and these samples will be kept as individual soil plots, or can be

kept in plastic containers. Students will perform a variety of tests on these soil samples throughout the course in order to determine the characteristics that the individual samples possess, to analyze how these characteristics impact agricultural outcomes, and how amendments can be made to the soil samples in order to achieve a desired outcome. In this unit students will use the skills they learned in the previous labs to test and record the physical and chemical characteristics of the soil, and identify organisms living in the soil. Students will keep ongoing records of the data they collect during each of the units learning labs. This data will include information about the physical and chemical characteristics of their soil sample, results from testing pH, moisture, nutrient levels, water holding capacity, ability to grow target crops, and other factors in subsequent units.

Unit Three:

Water and Soil Management

Unit Description

Using knowledge accessed from previous units on the physical and chemical properties of soil, students will analyze how the water cycle impacts soil based on its soil type (sand, silt, clay) soil location (geographic and topographic), vegetative state and natural slope of land. In order to understand how water becomes available for plant growth, students will explain the movement of water through soil with respect to how intermolecular forces impact percolation, capillary action, pore size, cohesion and adhesion. Furthermore, students will address how the concentration of organic matter in soil impacts the movement of water. Students will explain the impact that soil has on the quality of their water and will use water analysis tests to determine the safe and appropriate levels for potable water. Students will also be able to provide solutions to possible contaminations and/or toxic levels of residues/nutrients in the water samples. Students will determine how different irrigation, tillage and planting practices will impact the soil and surrounding area by testing water quality, pH and checking for possible contaminants due to leaching. Students will determine proper and efficient irrigation practices based on the chemistry behind the soil and the way water moves through the soil particles. Students will use GPS to enable students to more accurately analyze watersheds in their area and rationalize how the drought can impact both water quality and quantity as well as soil composition.

Key Assignments

1. Soil Erosion and Runoff Lab

Using soil plots from the previous labs, students will analyze how soils with vegetation (including organic matter) have a greater water holding capacity and less runoff than soils without vegetation by collecting runoff water from each plot and testing not only the amount of water collected from each plot, but also the percent of solids collected from runoff from each of those plots. Students will complete their lab write up to emphasize their understanding of these key concepts. Students' lab reports should include qualitative and quantitative observations of the composition of runoff from the soil plots. They should analyze this data to draw conclusions about the water holding capacity of the soils and should discuss the intermolecular interactions which allow soil to hold water at the molecular level. This assignment prepares them for decisions that will be made in their capstone project of creating a soil management plan.

2.Water Quality Testing

Students will begin by examining properties of subatomic particles and will create models to illustrate bonding of hydrogen and oxygen, accounting for the polarity of the water molecule. The focus of this unit will continue to develop an understanding of how hydrogen bonds give water a number of properties that allow it to percolate through soil, adhere to pollutants and transpire through plants.

https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf

Above is the link to the lab where students will test water samples from various sources throughout their community to determine the quality of the water. They will test and record data on pH, phosphates, nitrates, dissolved oxygen, and turbidity. Students will then analyze this data to draw conclusions on what can be done to improve the quality of the water. Students should also indicate what steps can be made in agriculture to protect water quality and ensure a safe water source for the community. Students will make a presentation to the class that summarizes their lab procedure, results, and conclusions. To extend learning, the group that has the most thorough presentation can present their findings to the School Board, local Farm Bureau, or any other local organization.

3. Analyzing data, interpreting data and forming conclusions.
Students will determine the best methods for organizing the data from their semester-long Agriscience Project by creating data tables. The skills in analyzing and interpreting data used during Key Assignments One and Two in this unit will be applied to the final agriscience research project. Students will make similar determinations on their Agriscience research. Students will use mathematical principles to synthesize their data, calculating a mean. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

4.Tillage Practices and the Impact they have on Runoff, Erosion and Soil Chemistry
Students will explore how chemical bonding, chemical reactions and chemical equilibrium are demonstrated through the relationship between tilled soil and water runoff. Students build upon their knowledge of atomic structure to explore the various forms of chemical bonding that takes place between atoms of different elements as well as the role of valence electrons. To deepen understanding of chemical interactions, students will investigate both the physical and chemical changes that take place during tillage.

Students will utilize locally sourced soil samples at both pre-tillage and post-tillage intervals to compare the effects of tillage on the physical and chemical nature of soil. Ideally, multiple tillage types will be examined including conventional tillage, deep ripping tillage and conservation tillage. Soil pH, effective cation exchange capacity, soil organic carbon, and soil nutrient levels will be measured in addition to an analysis of the physical structure of the soil. Examination of the physical structure can allow students to predict potential erosion and runoff issues.

Students will then develop suggestions for best tilling practices by using GPS and topographic maps to determine the natural slope of a given plot of land. They will be asked to design the most efficient "tillage" for this plot to conserve water, prevent soil erosion and cause the least disturbance to soil and water bonding. Students must explain in a written report, including a detailed diagram, why they selected the design they did and how it will be the most beneficial for the environment using conservation techniques for the soil and water as learned in this unit. They will also explain why the alternative designs would be poor choices.

5. Ground Water Contamination and Aquifer Lab
Students will demonstrate how aquifers filter different contaminants by constructing a model of an aquifer and testing how groundwater contamination occurs by using common agricultural contaminants. They will analyze two different types of aquifers and determine which type they would want to place a well into and why. Students will explain how the size of the pores affects the intermolecular interactions between contaminated water and the rock, and how this in turn impacts how well an aquifer can filter out contaminants. Students will examine how the pH of different solutions is directly affected by soil type and aquifer porosity. Students will model this by capturing water that comes through their aquifer model. Students will then determine the concentration of this type of solution through a standardized titration experiment.

Once they have used their models as a means of understanding how easily groundwater can be contaminated, they will complete their conclusion and create a multimedia production in the form of a TED talk or Infomercial that educates their community on what agriculturists do and can do to improve water quality in their local area. They will present their productions to a panel of judges and the winners will have their video/multimedia presentation broadcast school-wide.

6.Irrigation Practices in Agriculture
Students will understand how evaporation (due to temperature) and soil type plays a huge role in the irrigation methods and practices employed in the agriculture industry. Students will be given 3 different soil types. Students will divide these 3 soil types into 9 different samples; 3 of each in a different setting, but they will receive the same amount of water to simulate "irrigation". Students will hypothesize what they think will happen based on soil type and temperature with regard to moisture retention and how this will impact decisions in irrigation selection. In the control group the 3 soil samples will be placed outside. In test group #1, 3 samples will be placed under a heat lamp to simulate an environment with a hotter ambient temperature. In test group #2, 3 samples will be placed in a location cooler than your outside temperature. In all 3 of the test locations students will water all of the samples with equal amounts of water. The following day students will test the moisture content of all soil samples using a Kelway Soil Acidity and Moisture Meter to determine the effects that temperature and soil type had on moisture

retention. Using this data, students will then complete the lab write up and finish a conclusion by summing up how this lab impacts irrigation practices.

7. Semester One Capstone Project
Students will submit their agriscience research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. The project and its findings will be shared with the class in an oral presentation.

Unit Four:

Plants and Soil Management

Unit Description

Building on knowledge acquired from the previous units on the physical and chemical properties of water and soil, students will begin to determine the effects of plant, soil and water interactions with respect to maintaining or restoring environmental health and structure. Students will model how nutrients cycle through the environment, analyze how pH affects nutrient availability by changing chemical equilibrium, determine water holding capacity with respect to water availability for plant growth, and identify possible nutrient deficiencies based on plant observations. Students will apply this learning to developing knowledge of soil nutrients and their role in the environment by testing and analyzing soil samples for optimal soil structure, nutrient value and availability and determining possible soil amendments and practices to improve soil quality.

Key Assignments

1.Plant Requirements from Soil Lab

Students will demonstrate their knowledge of plant growth requirements by creating a controlled experiment to compare the difference between natural and synthetic fertilizers on plant growth. Students will make qualitative and quantitative observations of plant growth and analyze their data in order to draw conclusions regarding the availability of nutrients and the practical application for crop growers. Fertilizers are identified with particular isotopes and as part of the assignment, students will describe nuclear processes and radiation, describing their methods of use in determining fertilizer application in commercial agriculture. Students will then create a written recommendation to a local crop producer regarding which type of fertilizer to use for their farm in order to achieve production goals, highlighting chemistry concepts as a fundamental part of the assignment.

Optional extension: Students can analyze the amounts of fertilizers needed in order to reach the desired amount necessary for plant growth and determine whether the addition of fertilizers is cost effective.

2. Soil Management Project

Students will analyze their data collected from unit 2 and determine which crops can be grown based on the current physical and chemical properties of the soil. Students will make recommendations for soil amendments which would increase the nutrient availability of the soil in order to grow a desired crop. Students should consider how pH, and chemical equilibrium will impact the availability of nutrients in the soil in their recommendations. Students will then plant a crop from a given list of cover crops

(clover, grasses and legumes) in their soil test plot, allow it to grow and then retest the soil to see if there is a difference in the nutrient concentrations. Students will incorporate their knowledge of biogeochemical cycles into their lab report and will provide an explanation of how nutrients are being transferred from the soil to the plants. The research and experimentation conducted in this project will be added to their Soil Management Capstone Project.

3. Plant and Soil Interactions
Students will compare their nutrient values from the previous project with other groups during a classroom discussion. Students will analyze the data and develop explanations for why there is a difference in the amount of nutrients the plants extracted from the soil. Students will then revisit the Soil Erosion and Runoff Lab from Unit 3 and measure the amount of runoff and soil erosion that occurs on each of the cover crops and compare the data to the data collected from Unit 3. Students will communicate their results in a lab write up.

Unit Five: Animals and Soil Management

Unit Description

Using knowledge from previous units about soil nutrient content, students will identify the key macrominerals and microminerals necessary for normal livestock growth and reproduction. The students will correlate the minerals present in soil with the nutrient content of typical livestock concentrate and roughage feeds. Using local resources, the students will identify mineral deficiencies or toxicities in the soil and relate the deficiencies or toxicities to livestock health. Students will identify crop and range management practices to improve the nutrient content of soil, and will explain what reactions take place at the molecular level to improve nutrient content. Students will identify various methods of using animal waste and the environmental impacts including the use of animal waste as soil amendments and fertilizers. Students will relate the units of concentration used in agriculture practice to units used in chemistry labs, as they identify problems and contaminants associated with livestock waste disposal and related health and safety regulations.

Key Assignments

1. Nutrient Deficiencies in Livestock

Students will examine the correlation between soil and plant nutrient levels with health problems in livestock. Using their knowledge of solutions and concentration, students will identify soil nutrient deficiencies in a geographic area. They will relate the nutrient deficiencies with livestock diseases. For example, if an area has a deficiency in selenium, students will identify problems such as white muscle disease in calves and lambs. Working in groups, the students will analyze a case study on selenium deficiencies in cattle and offer a solution and/or design a system to prevent or correct a mineral deficiency in livestock caused by a soil deficiency. Their analysis will be presented in a written report. An optional extension to this assignment could include testing other nutrient deficiencies, such as copper toxicity, and reporting these findings in a group oral presentation using the case study as an example.

2. Livestock and Water Quality

Students will examine the nutrients present in animal waste and identify possible environmental contaminates in the waste. To examine the effects of water runoff from livestock facilities, students will design a controlled experiment to test water samples from soils exposed to livestock for nitrates, phosphate, heavy metals, pH, dissolved oxygen and other factors. Students will utilize their previously collected soil samples or soil plot and design a model to simulate water run off from a livestock production facility. Alternately, students will test water runoff samples from existing livestock facilities. At the conclusion of the experiment, students will provide a written recommendation to a county land use commission with a protocol for the optimal use of the animal effluent.

3.Livestock Waste Management

Students will examine the challenges involved with livestock waste management. The

problems may include ammonia emissions, phosphorus runoff, nitrate leaching and heavy metal runoff. The instructor will provide a problem and scenario that relates to livestock waste management from an agricultural operation. Students will research the problem and design a system or solution. For example, if a school builds a school farm and raises 10 head of cattle in confinement, how will the waste be handled? The students will consider factors such as environmental concerns, health and safety regulations, amount of waste produced, reactivity of the waste products, uses for the waste, possible cost and labor requirements.

4. Soil Management Project
The soil management project, which students begin in unit 2, will be ongoing throughout the length of the course. In this unit, students will identify the nutrient deficiencies or toxicities present in the soil samples that might influence livestock production. Students will develop a written proposal for the tested soil, including soil amendments, fertilizers and application of animal waste or changes in livestock management practices to address these deficiencies or toxicities. As part of the recommendation process, students will examine the use of animal waste as a method of enhancing soil quality, using background knowledge of nuclear processes to describe variability in nutrient availability in uptake. For any toxicities present, students will examine the chemical profiles of the elements and recommend strategies for resolving agricultural issues for those elements. Students will use these soil management profiles as a component of their final course project as well as use them for subsequent units.

Unit Six:

Soil Sustainability

Unit Description
Based on the accumulation of knowledge, examples and research conclusions from throughout the year, students will develop an understanding of sustainable agriculture by employing a Sustainability evaluation tool, "The 3-Pillars of Sustainability, economic, environmental and social impacts" of agriculture. Students will critically evaluate and justify perspectives and determine benefits/concerns based on research and credible information. Students will investigate and evaluate the sustainability of agricultural practices. Students will design and conduct a phytoremediation lab to analyze the efficacy of salt tolerant accumulators to remove saline from the soil. Students will formulate potential solutions using the three pillars of sustainability to soil and land management problems based on agricultural scenarios and debate agricultural issues.

Key Assignments

1.Phytoremediation Lab

Students will learn the about the remediative effects of plants in the uptake of soil contaminants, in this example, reducing soil salinity. Students will research saltwater intrusion causes and implications, research phytoremediation, develop a hypothesis, design an experimental procedure, identify safety procedures specific to this experiment, collect and analyze data, and formulate conclusions. Through these steps, students will determine which types of plants are best in phytoremediation of saline ("halophytic" or salt loving plants) and the maximum amount of saline which can be removed from the soil in this way.
Possible extension: Compare efficacy of procedure with different soil types
Students will complete a formal lab write-up.

2.Tillage Protocols: Impact on Soil Structure and Soil Sustainability Lab

The purpose of this lab is to determine the effects of tillage practices on soil sustainability and plant growth. Using a prepared mini-plot with all three tillage examples (conventional, no-till, and low till) soil structure, students will measure and compare soil fertility, water holding capacity,and percolation. Students will analyze and graph their data, explain the implications of the each of these tillage systems with respect to soil and water sustainability and extrapolate those results to the effect of tillage practices affect on plant health. Students will create a poster to illustrate the benefits and drawbacks of each tillage system with respect to Soil-Plants-Water.

3.Land Use Planning Model

Student groups will make soil/land management decisions based on specific agriculture and land use restrictions on pieces of land such as large urban gardens, range management, forest management, and farmlands. Students will use their knowledge of physical and chemical properties of soil in regards to plants, animals and water to highlight the importance of sustainable agriculture. Getting a land use plan approved and in place with multiple interest groups is complicated and relies on the checks and balances to determine the success of the project. Each student in the group needs to take on a specific role in order to determine their Land Use Plan (such as conservationist, developer, owner, law enforcement, Department of Public Works, Anthropologist, City Planner, etc.). Groups will then prepare a presentation to present their plan. This presentation could be presented to the class and instructor or even community/local industry members.

4.Agriculture Issue Debate and Policy Proposal

Students will begin by conducting secondary research using industry journals into the global use of methyl bromide as a chemical soil sterilant. Students will examine the pros and cons of the use of methyl bromide in terms of manipulations to the chemical profile of soil, microbiology, effects on groundwater, runoff challenges and effects on agricultural productivity. Research should highlight chemical reactions as the primary

point of focus. Students will then be assigned a perspective related to the methyl bromide investigation (runoff or microbiology, for example) to represent in the debate, using their list of chemistry- and agriculturally-focused pros and cons to inform their contributions. Students will end the debate with a comprehensive analysis of the issue of methyl bromide use in agriculture from multiple angles in order to develop a model policy for their county regarding the possible use of methyl bromide in agricultural applications.

5. Soil Management Project
The soil management project, which students began in unit 2, has continued throughout the length of the course. At the end of Unit 6, students will incorporate knowledge gained from all previous labs, and the conclusions drawn from the Phytoremediation and Tillage Protocols: Impact on Soil Structure and Soil Sustainability Labs to test, analyze, treat and/or modify soil structure and fertility for specific usage/in order to achieve desired outcomes. This work will be used as evidence in the Soil Management Capstone Project and will also aid in drawing the final conclusions of the year long research and experimentation.

Capstone Project and Portfolio

1.Soil Management Capstone Project
As the final course capstone project, students will be given a scenario and soil sample designed around their local agriculture industry. The given scenario will provide students with specific information about the topography and climate/rainfall data of the location where the soil sample was collected. Students will use knowledge and skills learned in previous units to physically and chemically analyze the soil sample.Their soil analysis should inclu de the composition and nutrient, pH, and salinity levels.The data collected from their soil sample analysis and the provided land information should be included in the soil management plan that the students create. The student's Soil Management Plan will recommend soil amendments, proper tillage practices, optimal irrigation methods, crop recommendations, and animal use suggestions.Their recommendations and suggestions should be justified in terms of the 3-pillars of sustainable agriculture.

2. Course Portfolio
The course portfolio will provide evidence of real-world agriculture application of scientific research done throughout this course.The portfolios will highlight student work from throughout the course to show a progression of learning, experimentation, and application of course content. Items that will be included in the portfolio are student lab reports, the Agriscience Research paper, and their Soil Management Plan.

Course Materials:

Primary Materials:
Plant & Soil Science Fundamentals and Applications by Rick Parker, Delmar Cengage Learning

Principles of Soil Chemistry 4th edition by Kim Tan, CRC Press

Supplemental Materials:

Environmental Science Fundamentals and Applications Delmar Cengage Learning Chapters 1-3; 5 & 6

Environmental Science and Technology Second Edition Agriscience & Technology Chapters 10, 13, 14 & 15

Environmental Science 10th Edition; G. Tyler Miller, Jr.
Chapters 9, 13 & 14

Environmental Science 7th Edition; Bernard J. Nebel & Richard T. Wright, Prentice Hall

The Science of Agriculture A Biological Approach 2nd Edition; Ray V. Herren; Delmar Thomson Learning

Agriscience Fundamentals and Applications 6th Edition; L. DeVere Burton, Cengage Learning

Environmental Science 1st Edition, 2013; Michael Heithaus; Karen Arms; Houghton, Mifflin,
Harcourt

How to Write a Scientific Paper by Robert A. Day

National FFA Agriscience Fair Handbook https://www.ffa.org/documents/agsci_handbook.pdf

National FFA Research Report Template
https://www.ffa.org/programs/awards/agrisciencefair/Pages/default.aspx

Unit 1-Assignment 1:
http://www.todayshomeowner.com/diy-soil-texture-test-for-your-yard/

Unit 3- Assignment 2:
https://www.lcmm.org/education/resource/on-water-ecology/worksheet-water-quality-testing.pdf

Unit 4 Assignment 1
http://www.cfaitc.org/lessonplans/pdf/403.pdf
http://www.cfaitc.org/lessonplans/pdf/404.pdf

Unit 5 Assignment 1
http://www.sites.ext.vt.edu/newsletter-archive/livestock/aps-06_04/aps-313.html

UC CURRICULUM INTEGRATION

Title: Sustainable Agriculture – A Biological Approach to Industry Practices

Length of Course: Full Year (2 semesters; 3 trimesters; 4 quarters)

Subject Area – Discipline: Laboratory Sciences ("d") – Biology

CTE Sector: Agriculture and Natural Resources

CTE Pathway: Agriscience

Grade Level(s): 9-12

Prerequisite(s): Algebra 1 or IM 1

Overview:

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. (adapted from http://www.epa.gov/sustainability/basicinfo.htm)

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, How does sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

Course Content:

Unit 1: Driving Question: What is sustainable agriculture?

This introductory unit will focus on the biological classifications of agriculture and their associated industry sectors, what sustainability is, and how the scientific method is the driving force behind advancements and developments in sustainable biological practices within agriculture. Students develop an overview of agricultural industries and biologic practices through research projects on facets of California agriculture, and identify what

sustainability and sustainable practices are through individualized lab experiments relating to current practices. Ultimately, students will be able to use the scientific method to complete an extensive laboratory experiment that is designed to evaluate potential feed source varieties for sustainable success within their local community.

Unit 1: Key Assignments

1. "What is sustainable agriculture?"
Students groups will research the various biological divisions of what constitutes agriculture (plant science, animal science, forestry, horticulture, etc.). Within their research they will identify the sub categories of industry that fall within their topic, what career paths are available within each, what are currently identified as "best practices" (such as the three E's of sustainability -- economics, ecology and equity) and what are some of the sustainability issues and biologic concerns within each of these divisions. Students will then develop a multimedia presentation to introduce their particular area of agriculture to the class and identify the most prevalent issues facing their particular field of interest.

2."That's Ag - The Science Behind Agriculture" – Categorical Based Mini-Labs:
Student groups will design and complete an inquiry based mini-lab experiment to expand on their knowledge of the particular industry sector they researched from the previous activity. Choosing a focus from one of the areas of concern or issues within their sector, students will then design and implement an experiment that tests factors contributing to the issue and potential impacts they have on the population using scientific method learned in class. Examples might include a lab on animal production and energy flow, a lab on soil degradation and plant germination, a lab on food processing practices, a lab on post-harvest preservation, etc. The labs will introduce the application of inquiry within the agriculture sectors and the importance of the implementation of research in the industry. Design protocols, data, and analysis will be submitted in lab report format. As part of their analysis, students must use their data to make suggestions on how to improve efficiency or yield, or lessen the impact of processing, relevant to their finding of their particular experiment.

3. Scientific Method and Sustainability Lab – "Work Like a Scientist"
In this lab students are introduced to the scientific method, the basis for all scientific decision making. The native grasses research will provide students with the foundation of scientific investigation application as well providing key research that will be used in the final unit project as well as the end of course project. Students will research the difference between native grasses versus invasive grasses including specific species. Using this knowledge they will hypothesize germination rates between these two variable groups. Students will then design and implement an experiment incorporating quantitative data collection, analysis, and draw conclusions reflective to their hypothesis, and evaluate the grasses for potential sustainability within their communities.

As a continuation of the germination experiment, given that the two variables have differing germination rates, students can identify other measures of "success" of a potential feed crop. They will then sample the community environment for the potential factors affecting the continued growth and development of grasses. Samples would

include soil testing, (pH, nutrient composition, structure and texture, and water capacity), water availability, and ambient temperatures. Combining this information with the initial background research regarding natives versus invasive, students will hypothesize on the continued success of their germinating grasses, then transplant their seeds into test plots or fodder trays, and allow for continued growth. After a predetermined amount of time, sample plots will be analyzed for percent coverage and measurements of species biomass will be completed. Using this information students will determine the most biologically suitable grass species to plant that would be the most sustainable within the local community through a written lab completed in their lab notebook and a powerpoint presentation of their hypothesis, design, data and conclusion.

Unit 2: Driving Question: How does sustainable agriculture fit into our environment?

While unit one examined whole systems, unit two takes a closer look at components within that system. Students will use evidence gathered from a series of laboratory exercises to be able to describe the transfer of energy from one trophic level to another as well as the cycling of nutrients and energy through ecosystems. Students will be able to draw conclusions about these biogeochemical cycles and how they apply to sustainability of production agriculture. Specifically, students will conduct primary research in the areas of photosynthesis and chemical energy creation, nutrient cycling, transpiration and water use, ecological relationships and global farming practices in order to draw biologically-sound conclusions regarding the effects of agriculture on the natural environment. The students learning will culminate in a synthesis of concepts applied to the development of a three year sustainable crop rotation plan.

Unit 2: Key Assignments

1. "Bacteria at Work" - Nitrogen Fixation

Students will analyze the effects of nitrogen fixation on plants initially by examining prior studies as well as industry publications regarding the role of nitrogen in plant growth and the methods by which farmers enhance nitrogen levels in soil. This should include a thorough look at the microbiology of nitrogen-fixing bacteria, plant and root physiology, nutrient cycling and uptake in plants, chemical processes and cellular respiration in plants and fertilization methods. After garnering that background information, students will conduct an experiment that compares the effects of added nitrogen fertilizer versus nitrogen fixing bacteria on the growth of clover. Students will grow clover plants in soil with no nitrogen added, in soil with nitrogen fertilizer added, and in soil containing nitrogen-fixing bacteria (in this case, a species of rhizobia called Rhizobium legominosarium, or R. legominosarium). Students will monitor the nitrogen levels in each type of soil using a nitrogen testing kit. The students will observe the effects of nitrogen on the health of the clover plants by measuring the increase in biomass of each plant during the experiment. Plants should be harvested, soil washed away, and weights taken on plant material produced. Students will use the data collected to create a graph showing the relationship between nitrogen availability in the soil and crop sustainability. This allows students to not only experience agriculture's role in the nitrogen cycle, but also provides necessary supporting data for decision making in the final end of course project.

2. "Morning Jolt!"- Photosynthesis Lab

Photosynthesis is the basis for the creation of chemical energy in the natural world. Plants require light in order to transform one type of energy into another, and the quantity and type of light determine the optimal photosynthesis rates. Students will conduct a laboratory exercise that examines the effects of shade on the growth of plants and the rates of photosynthesis and will develop a written memorandum to the International Coffee Growers Association regarding optimal shade levels for the growth of coffee trees, including information regarding ecological sustainability involved in the practice. The process will begin by using industry journals to examine coffee production methods; primarily comparing and contrasting industrial coffee production with shade-grown, sustainable coffee production. Students should come up with the following information: arabica coffee has the highest yields under 35 to 65% shade. In addition, growing coffee under shade also discourages weed growth, may reduce pathogen infection, protect the crop from frost, and helps to increase numbers of pollinators which results in better fruit set. However, in order to produce faster, higher yields and prevent the spread of coffee leaf rust (Hemileia vastatrix), many coffee plantations began to grow coffee under sunnier conditions. The fewer shade trees that are in coffee plantations, the less biodiversity there is in those plantations.

The laboratory exercise will use several small coffee plant starts (available for purchase online as seeds or a houseplant) and will grow them for a series of days under varying shade levels. Students will conduct visual assessments of plant health and growth, then conduct a traditional floating leaf disc assay protocol to assess photosynthesis levels under varying light conditions. Students will use both the previously gathered background information regarding industry practices, sustainability and plant growth as well results of the primary research to develop the memorandum regarding optimal shade levels for sustainable coffee growth.

3. "Move on Through" - Transpiration Lab

Students will initially conduct background research into water use in agriculture and the demands placed on farmers to be efficient and careful with this scarce natural resource. Students will then investigate transpiration as part of the hydrologic system, based on different genetic variations of plant structure (leaf type and shape, for example). Students will conduct a research exercise by examining transpiration in plants with various leaf structures. This can occur using locally-grown crops or by using exotic crops and adding a component regarding appropriate plant selection. In this lab, students will use the plant weight protocol to measure the transpiration rates of individual plants. Students give plants a predetermined amount of water, reweigh the plants, and continue weighing the plants over time to contrast weight differentials and determine water loss through transpiration. Students will monitor observable physical changes in the different plants' condition as water is depleted, collecting qualitative data and measuring the diurnal transpiration rates. Students will apply the individual plant water usage data to larger scale acreage to analyze water usage. Students will create a written case study to justify plant selection within the context of the sustainability of the hydrologic system.

Optional extension: include in the case study how trends in daily transpiration rates change if water losses were replenished through different irrigation management techniques (drip, flood, etc.).

4. "From Trash to Gas" - Sustainable Waste Management

Students will use both primary and secondary research to discover that food scraps, dead plants, manure, and other decaying organic matter, called *biomass* are a rich source of energy. Energy can be procured from biomass by turning it into a gas called *biogas*. The process will begin by students examining agricultural examples of biogas production (small scale composting, dairy lagoon gas extraction, codigestion, etc.) as well as the microbiological basis for biogas production, including aerobic and anaerobic fermentation, cellular respiration, lignocellulosic breakdown, etc. As part of this analysis, students will compare the amounts of biogas produced by different types of biomass. In order to quantify their findings, students will conduct an experiment with three soda bottles filled to the same volume with various types of biomass commonly used in biogas production. Bottle one will contain cow manure, bottle two will contain cow manure and household kitchen scraps, and bottle three will contain cow manure and a biological waste product of the students choosing (teacher approved). Bottles will be topped with a small balloon. Students will record the circumference of each of the balloons at the same time of day over a period of 10 days as well as record observations of the biomass inside of the bottles. Students will create a graph representing the circumference of balloons and the number of days. Students will compare graphs to determine which biomass type produced the fastest inflation of the balloon. Upon completion of the experiment, the students will then need to develop a written plan for how this naturally occurring byproduct can be harnessed to benefit a farming situation. In addition to incorporating their data, this plan should include: research on how the gas is used, the scientific processes behind biogas creation (fermentation, anaerobic digestion, etc.), biomass feedstocks that can be used to create efficient quantities of biogas, potential uses of biogas, and potential economic and sustainable benefits of instituting a biomass digester.

5. "Composting, Do the Rot Thing"

Students will examine the principle of composting organic material, and the process of converting complex organic matter into the basic nutrients needed by living organisms. Prior to conducting the experiment, students will use industry and extension publications to learn the processes of composting, as well as the benefits and challenges of compost production (available nutrient levels, community perceptions, hazardous materials, smell, storage, etc.). Following the background research, students will conduct a laboratory exercise that will examine the utilization of organic wastes (household) as nutrients for plants. It will allow students to investigate which waste products can be composted and best utilized by plants. Based off of prior knowledge of an ecosystem and how ecosystems regenerate as well as the interaction of food and fiber systems with natural cycles, students will justify specific nutrient requirements, as well as renewable and nonrenewable natural resources. Students will prepare three test plots, one plot with just soil, one with soil and household waste products collected by students, and one plot with animal waste products. Students will then monitor plant growth and development to graph their results. Students will create an informational, six paneled brochure that explains a waste management plan using compost. Included in the brochure should be information regarding the microbiology of compost production in addition to the practical household application of the research. Additionally, the brochure should outline the removal of organic matter to increase ecological sustainability while having the least environmental impact on the farm and community.

Unit 2. Assessment

Plant, Grow, Rotate, Repeat Sustainable Crop Management Plan

Students will apply concepts of the biogeochemical cycles as well as waste management to create a 3 year sustainable crop rotation plan that produces the highest crop yields for any given location with the least environmental impact. Students must analyze current soil conditions as well as community needs when considering their crops for production. Student focus should be on nitrogen fixation of specified crops. Students will use previous knowledge of ecosystems, invasive species, and producer and consumer relationships as well as research current market prices and local demands, to assess the environmental contribution and the economical impact from each crop. When creating the 3 year crop rotations students will defend their selections and the ecological impacts of their decisions. The synthesis of the students' research will culminate in written proposal to a local producer.

Unit 3: Driving Question - What molecular biology principles guide sustainable agriculture?

In this unit, students will examine the science of agriculture and evaluate the efficiency and sustainability of current methods. Students will explore the concepts of taxonomy of plants and nomenclature of animals, cell structure, cellular division, DNA, and chromosomes. Students will apply this knowledge to evaluate desirable inheritable traits in each species to artificially select characteristics to breed more efficient and productive offspring as a part of their created breeding plan. Students will be introduced to genetic markers, genetically modified organisms, and biotechnology. With this knowledge students will examine and evaluate biotechnology, the ethics of genetic manipulation, and its implication on the sustainability of agriculture and our ability to feed a growing population. As a culminating project for the first two units students will design, conduct, and interpret their own agricultural research project on a biological issue facing agriculture and present their findings with a visual, written, and oral report.

Unit 3: Key Assignments

1. "Breed For The Need"- Sustainable Breeding Evaluation

Animal genetics play a role in sustainability. An animal that is genetically predicted to become heavier muscled in a shorter period of time will utilize less pasture and nutritive resources than one that takes longer to reach the same weight. A female who produces more milk to feed her offspring will utilize less resources for both her and her progeny. Therefore, summative phenotypic traits are important to evaluate in a sustainable ecosystem in order to efficiently utilize natural resources. By analyzing these traits students can determine the probability of the trait expression in an animal's offspring. After instruction on chromosomal physiology, multicellular organization, animal anatomy, basic heredity, and genetic expression, students will identify desirable characteristics from a group of four animals of the same species to create a sustainable breeding plan that will include: hybrid vigor, genetic efficiency and other genetic traits. Students will use three components to evaluate the group of four animals that include the farmer's sustainability scenario, expected progeny difference data and phenotypic evaluation of

the animals. First students will read an agricultural producer's written scenario that describes the targeted phenotypic traits a farmer desires based on the environment that must sustain the health and nutrition of the specific animals while not depleting the natural resources within that biological system. The parameters of the traits the students will evaluate include milk production (the weight of the weaned offspring that was contributed to the amount of milk the mother produced), weaning weight (the weight of the offspring when removed from the mother), yearling weight (the weight of the offspring at eighteen months of age and birth weight (the weight of the offspring at birth). Next, the students will read and analyze Expected Progeny Difference (Summative phenotype expression) data. Finally, students will perform visual observations of the phenotypic traits in those four animals. Students will assess and prioritize the three analyzed components based on importance and collectively use them to place the four animals in phenotypic order from the most desirable for the environment to the least desirable according to the farmer's sustainability scenario. Students will give an oral defense with evidence to support reasoning.

2. "Where Should I Make My Home ?"- Sustainable Production Plan

The students will be put into groups and collectively evaluate the same animals from the previous activity with summative phenotypic traits for each of the bio-geological growing zones in California which are desert and high desert, coastal, valley, foothills and mountains. Instruction should occur on plant taxonomy and livestock anatomical suitability (large animals in areas with poor biomass production, genetic hardiness factors, etc.) prior to the secondary research being done. Research done on each zone will provide information on the possible sustainability plans in which the four animals could be raised. Students will research the ecosystem of each area, analyzing what crops, pasture and range can be grown and the effects of climate and rainfall on the availability of nutrients for the animals' sustainability. Based on the data accumulated from the research they will reevaluate the four animals from the previous lab including EPD data. For each zone they will place the animals in order from the one most suited and efficient to the least. Students construct a written defense for their decision in the placing of those animals in each zone based on their data and research. They will argue the merits of their placing based on the data from their zone research: native and nonnative grass and crop survivability in each zone that provides nutrition to the animals, biological merits and disadvantages of each zone on the animals. They will then use the zone information to reevaluate the EPD data and how it can be best utilized to meet the animal's biological needs. Using the research and accumulated data students can determine a class placing for each region of California.

3. "Battle of the Seeds" - Biotechnology Use in Agriculture

Crop decisions made by agricultural producers are often predicated on understanding the climate, rainfall and topography needs of their growing area. These decisions often prioritize crop yield, but also must take into account the biological health of each system. The previous lab focused on evaluating the efficiency of specific animals introduced into an ecosystem where the biological components were predetermined and consistent. In this activity, students explore the introduction of new plants into predetermined, consistent ecosystems by investigating how germination, growth and efficiency of plants (crops) can be affected by genetic and environmental changes. Prior to the experiment, students should be instructed in cell division and structure as functions of organism

growth, genotypic traits and variable expression, traditional hybridization methods and modern genetic manipulation.

For the primary research exercise, students will set up three demonstration plots to compare growth and yield rates of plants. Half of the class will grow unweeded plots of plants, manually weed-controlled beds, and chemically controlled beds with plants that have been genetically modified to withstand the effects of a widely-used herbicide. The other half of the class will grow hybrid seed, non-hybrid seed, and genetically enhanced seed of the same plant. Upon analyzing data of plant growth and yield rates students will calculate the cost in time and money for the methods demonstrated. Students will formulate a written opinion/thesis and defend from evidence the most sustainable method of growing food based on their experiment. Students determine the statistical, economical and biological differences of genetically modified organisms as compared to natural organisms. Students will then research public concern of genetically modified organisms to prepare for a class debate. Utilizing their experimental results and research students debate the use of biotechnology and genetically modified organisms playing one of four following roles; a leader of a developing nation where hunger is a problem among their citizens, a biotechnology company specializing in producing genetically modified plants, a farmer, or a parent who primarily purchases organic produce. Students will reflect on their original opinion and write what they learned as a result of this experience.

Unit 3. Assessment:

"Hypothesize, Analyze, Repeat" - Formal Research Project

Labs and activities have been done in this unit that represent the common applications of biological factors such as genetic potential and variability of plants and animals, the symbiosis of animals and plants within an ecosystem and the impact of new species introduced into an established environment. Students will utilize the science of nature they learned in unit three, how that science fits into the biological systems from unit two and how those systems contribute to sustainability in unit one to develop a comprehensive agriscience experimental research project. Students will identify a problem related to agriculture that is the result of completing the first three units of the course (plant science, animal science, natural resources). Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration. Specific expectations for the written research project are outlined below:

1. Forming a Hypothesis

Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind.

2. Experimental design and conducting experimentation

Students will construct an experimental design to test their hypothesis. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by industry experts, agricultural instructors, local growers/producers, researchers or university representatives. After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is qualitative in nature. Students will use their experimental design to test their hypothesis. For example, in a study of primed versus non-treated seeds, seeds would be planted in identical environments, multiple test groups would be established and compared to a control group, and the number of germinated seeds would be counted and recorded to quantify the outcome. Raw data should be recorded using a field book or electronic device.

3. Analyzing data, interpreting data and forming conclusions.
Students will determine the best methods for organizing their data using tables. Students will use mathematical principles to synthesize their data, calculating a mean, for example. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

4. Evidence of Performing the AgriScience Research Project
Students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypotheses, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

<u>Unit 4: Driving Question:How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?</u>

Students will understand common practices in the agriculture industry that promote sustainability. They will evaluate and/or refine technological solutions that reduce impacts of human activities on natural systems by using practices that utilize cellular biology, genetics, energy cycles, biological systems, plant and animal nomenclature and how these units collectively create ecosystems that were covered in the previous units. Students will conduct production practices in the areas of animal science, horticulture, and natural resources. Students will experience how the biological systems can be changed at the cellular level, promoting the emergence of new energy cycles that produce useful, recyclable products that have a positive impact on the environment, thus decreasing the impact of agriculture on the environment and promoting sustainability. Students will investigate positive sustainable approaches to changing negative impacts agriculture has on the land by testing methods of efficiency in laboratory work. This experience will give students perspective on production costs and resource needs in relation to animal welfare, mechanization versus labor, and use of chemicals to non-use of chemicals. Students will utilize this hands-on production experience to develop their own sustainable farm as a culminating final project to illustrate the management of agricultural systems, management of natural resources , the sustainability of an ecosystem for the future while preserving biodiversity.

Unit 4: Key Assignments

1. "Show Me You Care" - Practice in Animal Health Management

Common animal production practices are done to ensure multi-system homeostasis and to foster productive animal growth and general welfare. Prior to conducting a laboratory exercise, students will engage in secondary research that seeks to correlate common livestock production practices to maintaining system health in animals. For example, castration, tail banding, hoof trimming and vaccinations prevent pathogen (viral, bacterial, fungal and parasitic) infections and thereby ensuring the health of the immune system, lymphatic system and respiratory system, among others. Shearing, clipping and dehorning are noninvasive procedures that provide recycling opportunities of animal byproducts but are also designed to maintain homeostasis and to protect vital organs throughout multiple systems (shearing reduces overall stress on the circulatory system, for example). Animal identification requires animals to have a traceable number like the scrapie tag that traces the animal to the breeder in case an animal tests positive for the genetic disease and ensure herd health (preventing disease outbreaks that can stress multiple systems).

After the conclusion of the background research, students will engage in a laboratory experience where they will conduct common livestock production procedures practiced in the United States through the application of: castration methods, dehorning practices, vaccination protocols, identification systems and shearing techniques. Students will divide into groups to demonstrate one or more of the common livestock production practices within several species of livestock and small animals. After the conclusion of each of these demonstrations, students will choose one method they demonstrated and write an explanatory position paper that correlates the production practice to physiological health in the animal, highlighting homeostatic mechanisms and system nomenclature.

2. "If You Root It, They Will Grow" - Sustainable Practices in Horticulture

The ability to graft, increase growth rates and clone species of plant, trees and crops is an option that can increase the number of organisms that can be planted in a shorter amount of time. Using one plant to create many or the ability to grow different varieties of fruit on one tree maximizes the efficiency of each organism within an ecosystem. The ability to utilize this technology increases species diversity while positively affecting land biomass. Students will experience a laboratory activity, conducting propagation techniques that make plants more efficient and in return contribute to the energy cycles within the ecosystem potentially maximizing sustainability of the plant and its production.This laboratory lets students use asexual propagation through the application of auxins directly onto plants used as a common practice in the horticultural industry. Students will also research the role of auxins and make predictions on its effectiveness on their assigned mother stock plant. Through teacher demonstration, students will learn the proper steps of asexual propagation and make cuttings of their plant. Each student will test the effectiveness of auxins (rooting growth hormone) with one row in a flat being a different concentration of hormone and one control. After two weeks students will collect data every three days and record the rate at which their plant cutting roots. Students will calculate the cost of hormone treatment versus the time for cuttings to root to recommend the use or non-use of auxins on their assigned plant in their lab report.

In the next step of the laboratory students will practice the proper steps of transplanting and fertilizer use as regular practice in the horticultural industry. Students will take their rooted cuttings and transplant them to a larger container. After direct instruction on types of fertilizers, students will make predictions on the most effective type of fertilizer for their rooted cuttings; liquid, slow release, and organic. Students will be assigned a growing area (landscape plot, or one gallon-containers) to conduct their experiment. Students will test each type of fertilizer with four rows of plants. One row will be the control, without fertilizer application and the other three rows will have liquid, slow release, and organic fertilizer applications. Students will take daily measurements and make final conclusions of fertilizer effectiveness for their plant. Students also compare cost of fertilizer to effectiveness to determine final recommendations in their lab report.

3. "It's Easy Being Green - Growing Green Communities" - Landscaping

Students will utilize the Horticulture report and experience to create a landscape plan in groups. Students will utilize the original cuttings from the previous activity which are now grown plants. Each group will use those plants in designing a landscape for a specific area designated by the teacher that could include areas around the school and/or community. Students must consider plant growth requirements, resources such as water, soil quality, and fertilization needs. Students must address the long term needs of their landscape and write a reflection on the positive and negative aspects with recommendations for more sustainable qualities. The students will submit their designs in a written proposal to the school and or community organizations for approval. Those approved will be planted and maintained by the group for the rest of the year.

4. "Use Me Responsibly or Lose Me Forever" - Using Nature's Natural Resources

Students will delve deeper into natural resources conducting research on bioprospecting. They will use the knowledge gained within this unit regarding the potential to change the future through bioprospecting and the need to prevent the exploitation of those

resources to preserve the biospheres for future generations. Students will read articles about the use of plants and animals in nature like coral producing a natural sunscreen named, "Sunscreen 855". To prevent the harvest of coral in order to save the barrier reef they isolated the compound and produced it in a lab that will be the most naturally occurring sunscreen developed. Students will discuss the importance of bioprospecting, as well as how the prospect of products from plants and animals argues for the continued maintenance of biodiversity and sustainability as long as the resources are not exploited.(Biology,Prentice Hall) After the discussion students will research other types of bioprospecting happening in agriculture. They will choose one material (natural resource) being prospected and find the following information from their research: what research is being done on the material, how are they utilizing the material and how does the research and use of the material play a role in sustainability. The information accumulated on the material bioprospecting will be utilized in a flyer created by each student. The flyers will be set-up in a walking gallery where the students will use a bioprospecting rubric to score the importance of each natural resource presented as a valuable material for continued research. The students will have a class discussion about which three natural resources are the most valuable source of bioprospecting to contribute to sustainability of the human population.

5. Bioprospecting - "Motoring with Microbes" – Discovering Cellulose Microbes for Biofuel Efficiency

The students will then conduct a research lab on Bioprospecting for Cellulose-Degrading Microbes: Filter Paper Assay Method where Students collect samples that they predict will contain communities of cellulose-degrading microbes and test for the ability of microorganisms in their samples to break down pure cellulose (filter paper). In the process, groups collect evidence to test predictions about which environmental microbial samples will be the most effective for degrading cellulose. By comparing results across groups, students can begin to uncover patterns and develop explanations about the types of environments that support cellulose-degrading microbes. This lab method is nearly identical to that used by researchers and student results could help scientists discover new enzymes for efficient biofuel production that is key in agriculture's ability to remain sustainable in the next century. Students will turn in a completed lab using scientific method and write an abstract of their research to send to the Great Lakes Bioenergy Research Center as part of their on going research on biofuel.
https://www.glbrc.org/education/classroom-materials

Unit 4. Assessment and End of Course Project

"I Believe in the Future of Agriculture" - Sustainable Farming Project

Students will design a solution for developing, managing, and utilizing energy and resources through the development of a completely sustainable farm on 400 acres that must include a minimum of three crops and two species of animals. A comprehensive farming portfolio will be created. The portfolio will include data and research done from each unit within the course to be used to create their farm as well as provide evidence to defend the sustainability of that farm and thus, the best representative of sustainability. The students must research genetic varieties of crops and species of animals based on genetic efficiency and commensalism. Attention to how soil nutrients and deficiencies affect vegetative reproduction, germination, plant growth and crop adaptation within an

environment must be utilized in the research. Based on the data the students will determine the crops to be produced. They will research and evaluate the species of animals that will have a symbiotic relationship with the crops they have chosen above. Phenotypic and genotypic traits, hybrid vigor, commensalism, and other variables should be used to determine the two species of animals that will be best suited for the designed environment while providing for the welfare of the animals' health and nutrition. Animal welfare must be addressed in the decisions made to create a farm that is positive and biodiverse in nature. Environmental impacts based on the crops and animals raised on the farm need to be identified dealing with biological magnification, depletion of soil /plant nutrients , use of natural resources , pollution issues dealing with waste and desertification. The students will use this information as well as the data and labs from the previous units to determine the carrying capacity of livestock and acres of crops to be grown on the farm . Biological methods of reducing the identified environmental impacts will then be designed by the student, which could include methane digesters, aquaculture, CO2 collectors and irrigation water recycling. Finally, students will address the management decisions made to reduce the farm's carbon footprint over a decade of production. The portfolio and presentations will be presented to the local farm bureau as well as other agriculture associations and businesses.

Course Materials:

Primary Textbook:
District Approved Biology Text
Example: Joe Levine and Ken Miller. *Biology*. Prentice Hall, New Jersey. 2008

Secondary Texts:

Herren, Ray V. *The Biological Approach to AgriScience*. 4th edition. Delmar Thompson Learning. 2012. New York.
Herren, Ray V. *Introduction to Biotechnology: An Agricultural Revolution*. Delmar Thompson Learning. 2005. New York
Camp, William G. and Thomas B. Daugherty. *Managing our Natural Resources*. Del Mar Publishers. 1998. New York
Baker, MeeCee and Robert Mikesell. *Animal Science: Biology and Technology*. 3rd edition. Delmar Cengage Learning. 2011. New York
Bidlack, James and Shelley Jansky. *Stern's Introduction to Plant Biology*. 12th edition. McGraw Hill Publishing. 2010. New York.

Supplemental Materials:

Burton, Devere L. and Elmer L. Cooper. *Agriscience: Fundamentals and Application*. 3rd edition. Delmar Thompson Learning. 2002. New York.
International Food Information Council. *Biotechnology: A Communications Guide to Understanding*. 2003 edition. Washington D.C.
Great Lakes Bioenergy Research Center. 2007-2013. Bioprospecting Laboratories https://www.glbrc.org/education/classroom-materials. Wisconsin.
United States Environmental Protection Agency. 2000-2014. What is Sustainability? https://ipa.gov/sustainability/basicinfo.html. Washington D.C.

Quality Criteria 2 – Leadership and Citizenship Development

The Oakdale FFA Chapter was chartered in 1931. All students are encouraged to participate in leadership activities, at least 2 each quarter as part of their grade in each agriculture class. Each student is also required to have an ongoing SAE project and keep their records up to date each quarter. Our FFA chapter participates in a variety of activities from the chapter level all the way to the national level. We also offer over 15 different career development teams that students can participate in: Light Horse Evaluation, Livestock Evaluation, Best Informed Greenhand, Veterinary Skills, Floral Judging, Agriculture Mechanics, Agriculture Welding, Farm Power and Machinery, Landscape and Nursery Evaluation, Opening and Closing Ceremonies, Creed Speaking, Impromptu Speaking, Prepared Public Speaking, Extemporaneous Speaking and Job Interview. All of these teams competed throughout the state with the Livestock Evaluation Team winning the State Title and will be moving on to Nationals this fall.

Not only do we offer a variety of CDE teams but students can participate in fundraising, community service, other leadership activities such as committees or serve as chapter, sectional, or regional officers. At our yearly Welcome Back BBQ we discuss and hand out our Program of Activities. Our POA is updated yearly between the agriculture instructors and the FFA officer team and submitted to our regional supervisor as well as submitted for the annual Program of Activities FFA competition. The POA is comprehensive and historical and

encompasses the three circles of Agriculture Education. We also have an FFA website that students can utilize for upcoming events, applications and scholarships.

The students of Oakdale FFA are all required to participate in at least 2 FFA activities each quarter. This is required as part of their grade in each agriculture class. These activities can range from Chapter FFA meetings that rotate between lunch time, after school and evenings, or other activities such as community service, fundraisers or other FFA activities.

All agriculture classes meet high school requirements with some receiving a-g credit and some UC credit. All of the courses also integrate FFA and SAE as a requirement for their course, so over 80% of our students are active members of the Oakdale FFA.

Our students are all affiliated with the National FFA, through California FFA and to ensure this we have each student complete data sheets at the beginning of the school year. We then update R2 forms with information and add any new students. These data sheets are also helpful to ensure correct information for students, have the possibility of receiving the New Horizons magazine at their home now and also plan their agriculture courses throughout their high school career and also start thinking about college and future careers. With this grade evaluation of their participation in FFA activities we also give out an award to the most active member each year. It is sponsored by a family and it's called the Morrisoli award. We also then recognize the other top 20 most active members in our chapter and give them a trip. This year they went river rafting and had a BBQ after. This encourages students to stay active throughout the year and go above and beyond the normal activities that are required for their grade.

Supporting Completion Materials

Item A – Active Charters list from Calage.org with Oakdale Listed

Item B – Oakdale FFA Program of Activities, we turn this in to our regional supervisor each year.

Item C – Copies of course syllabus with FFA grade requirements highlighted

Item D – California State FFA Roster for Oakdale High School

Item E - Annual FFA Chapter Activities Check Sheet Oakdale High School

Item F – Pictures from the 2014-2015 Chapter Scrapbook

A

CALIFORNIA AGRICULTURAL EDUCATION

Local Programs

2016-2017 Active Chapters

324 Total – Revised 5/24/2016

CHAPTER NAME	CITY/ LOCATION	REGIONAL ID	SECTIONAL ID
Altaville - Bret Harte	Altaville, CA	Central	Delta Cal
Alturas - Modoc	Alturas, CA	Superior	Intermountain
Anderson	Anderson, CA	Superior	Shasta
Anza - Hamilton	Anza, CA	Southern	Riverside
Apple Valley	Apple Valley, CA	Southern	High Desert
Arbuckle - Pierce	Arbuckle, CA	Superior	North Valley
Arcata	Arcata, CA	North Coast	Humboldt-Del Norte
Arroyo Grande	Arroyo Grande, CA	South Coast	Santa Barbara
Arvin	Arvin, CA		Kern-Inyo

Starting a Chapter

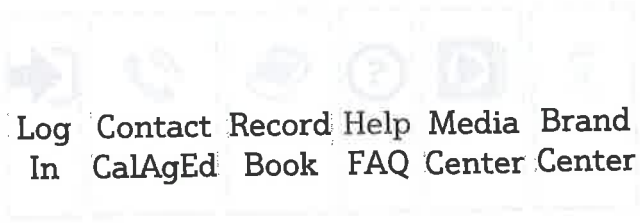
1. How to Start a Program
2. FFA Charter Application
3. Sample FFA Constitution
4. Sample FFA Program of Work

Middletown	Middletown, CA	North Coast	Mendocino
Mira Loma - Jurupa Valley	Mira Loma, CA	Southern	Riverside
Mission Viejo	Mission Viejo, CA	Southern	Orange
Modesto	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Beyer	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Central Catholic	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Grace Davis	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Gregori	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - James Enochs	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Johansen	Modesto, CA	Central	Stanislaus-Tuolumne
Modesto - Thomas Downey	Modesto, CA	Central	Stanislaus-Tuolumne
Morgan Hill - Live Oak	Morgan Hill, CA	South Coast	Santa Clara
Morgan Hill - Sobrato	Morgan Hill, CA	South Coast	Santa Clara
Morro Bay	Morro Bay, CA	South Coast	San Luis Obispo
Napa - Vintage	Napa, CA	North Coast	Alameda/ Solano
Newman - Orestimba	Newman, CA	Central	Tri Rivers
Nicolaus - East Nicolaus	Nicolaus, CA	Superior	Sierra Butte
Nipomo	Nipomo, CA	South Coast	Santa Barbara
Norco	Norco, CA	Southern	Riverside
O'Neals - Minarets	O'Neals, CA	San Joaquin	East Fresno-Madera
Oakdale	Oakdale, CA	Central	Stanislaus-Tuolumne

Our Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.

Quick Links



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2015-2016

Oakdale FFA

Program of Activities

CHAPTER OFFICERS' MESSAGE

Welcome to the Oakdale FFA! Our theme this year is "Driven By Success Since 1931", and our officer team is ready to drive our members into the best year our chapter has ever seen. This is a year of opportunities. Each student in the FFA has an amazing opportunity to participate and succeed. The Oakdale FFA Chapter is ready to have an unforgettable year that is jam-packed with career development events, leadership conferences, and many more fun-filled activities.

This year our officer team is working hard to serve our members and provide our chapter with valuable FFA meetings and events that will build our members leadership abilities. We are making the idea of "Servant Leadership" – where our members needs come first, the most important concept we develop in ourselves and our members all year.

We are excited for all that we have planned for this year and to see how much further our chapter and members can go. We have worked hard to plan this year and our dedication to this organization will benefit our members for many years to come. We appreciate our many supporters, our advisors, and our members for all that they do. Our officer team is very excited for this year and we can't wait to see where it takes us!

Hold on to your seats, this is going to be an exhilarating ride!

Sincerely,

The Oakdale FFA Officer Team

Madison Morgan	*Kevin Snyder*	*Deana Hicks*	*Sophia Fife*
Chapter President	Chapter Vice President	Chapter Secretary	Chapter Treasurer
Liza Marcelli	*Clay Vanderpool*	*Carley Azevedo*	*Ty Jones*
Chapter Reporter	Chapter Sentinel	Point Awards Chair	Committee Chairman
Hope Kimbrel	*Marnelle Salic*	*Tate Berla*	*Garrett Lang*
Historian	Photographer	Chaplain	Parliamentarian

OAKDALE HIGH SCHOOL
AGRICULTURAL ADVISORY COMMITTEE

The function of the Advisory Committee is to provide advice on the curriculum, funding, and operations of the Agriculture Department. This committee provides support and evaluates the progress of the department and is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Name	Company
Derek Blevins	Mountain Valley Trucking
Tom Burchell	Burchell Nursey
Frank Clark	Oakdale Irrigation District
Jacob DeBoer	Gallo Winery Marketing
Joe Gambini	Gambini Nut Farm
Steve Knell	Oakdale Irrigation District
John Mendes	Modesto Junior College
Richard Nimphius	Retired MJC Instructor
John Nicewonger	Retired MJC Instructor
Tom Orvis	Stanislaus County Farm Bureau
John Thompson	Veterinarian

STATE OFFICERS

State FFA President	Joelle Lewis	San Luis Obispo
State FFA Vice President	Sydnie Sousa	Tulare
State FFA Secretary	Breanna Holbert	Tokay
State FFA Treasurer	Trevor Autry	Nipomo
State FFA Reporter	Danielle Diele	Golden Valley
State FFA Sentinel	Tim Truax	Pitman- Turlock
STATE ADVISOR	*Dr. Lloyd McCabe*	
ASST.ADVISOR	*Josiah Mayfield*	

NATIONAL OFFICERS

President	Andy Paul	Georgia
Secretary	Victoria Maloch	Arkansas
Western Region Vice President	Caleb Gustin	New Mexico
Central Region Vice President	Kristen Schmidt	Colorado
Southern Region Vice President	Stephen McBride	Tennessee
Eastern Region Vice President	Ruth Ann Myers	Kentucky
Advisor	*Dr. Brown*	

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 5 **Grade:** 10 – 12
CSF III **UC/CSU:**
This course is for students with an active FFA background and is designed to promote leadership skills, goal setting, and event planning. Students interested in enhancing public speaking skills will also benefit through research and organizational procedures. This course will benefit students involved in FFA judging competitions.
Prerequisite: noneA-G A-G

BIOLOGICAL APPROACHES TO AGRICULTURE

Credits: 10 **Grade:** 10 – 11
NCAA CSF II **UC/CSU:** D
This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.
Prerequisite: Introduction to Ag Technology is recommended, but not required.
A-G 19

AGRICULTURE MECHANIC SKILLS

Credits: 10 Grade: 9-10
CSF II UC/CSU:
This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, electricity, and concrete/masonry. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit. This course also has a $10 course fee.

ADVANCED AG MECHANICS

Credits: 10 Grade: 10 – 12
CSF III UC/CSU:
Students will develop skills in surveying/ land measurement, arc, mig welding, oxy-acetylene cutting/tig welding, project design/construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit. This course also has a $10 course fee.
Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

Suggested Agriculture Student
4 Year Study Plans

Jr. College/Tech School Bound

FRESHMAN YEAR
English 1
Physical Ed
Math 1/Geometry
Health/Computers
Intro to Ag Tech/Ag Earth
*Ag Elective/Elective

SOPHOMORE YEAR
English 2
PE/Sports/Band
Geometry/Algebra 2
World History
Ag Biology
*Ag Elective/Elective

JUNIOR YEAR
English 3
U.S. History
Alg 2/Pre Calc.
Ag Chemistry
Floral design
*Ag Elective/Elective

SENIOR YEAR
English 4
Ag Econ/Govt.
*Ag Elective
*Ag Elective
Elective
Elective

Four Year College/University Bound

FRESHMAN YEAR
English 1
Physical Ed
Math 1/Geometry/Alg 2
Health/Computers
Intro to Ag Tech/Ag Earth
*Ag Elective/Elective

SOPHOMORE YEAR
English 2
Physical Ed
Geometry/Alg 2/ Pre Calc
World History
Ag Biology
Foreign Language

JUNIOR YEAR
English 3
U.S. History
Alg 2/Pre Calc/Calc.
Foreign Language
Ag Chemistry
Floral Design

SENIOR YEAR
English 4
Pre Calc/Calc/Trig.
Ag Econ/Govt.
*Ag Elective
*Ag Elective
*Elective

***Ag Elective courses include: Horticulture, Floral Design 2, AG Mechanics Skills, Advanced AG Mechanics and ROP AG Welding and Fabrication.**

INTRODUCTION TO THE FFA

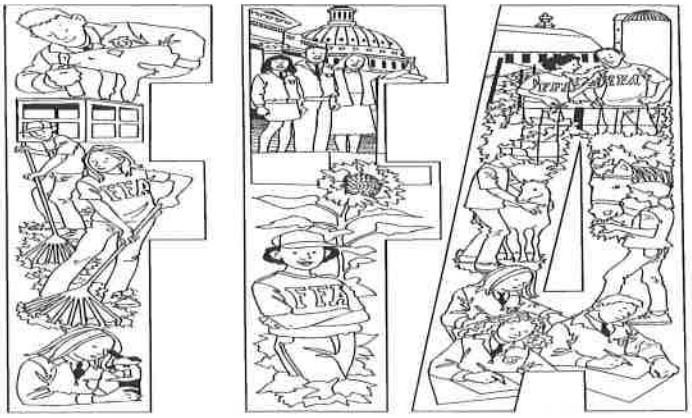
The FFA is a national organization of, by, and for students studying agriculture in public secondary schools under the provision of the National Vocational Education Acts.

An integral part of the program of education in agriculture in the public schools system of America, the FFA has become well known in recent years. No National student organization enjoys greater freedom of self-government under adult council and guidance than the FFA. Organized in November of 1928, it has served to motivate and vitalize the instruction offered to students of agriculture and to provide further training in citizenship and agriculture business. Oakdale FFA Was Established in 1931 by the young men in agriculture classes at Oakdale High School.

The FFA is a non-profit, non-political youth organization designed to take its place with other agents striving for the development of leadership, the advancement of agriculture technology, and improvement of agricultural understanding. The foundation upon which the FFA organization is molded includes leadership, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

National Headquarters for the FFA are located in the Agriculture Education Branch of Health, Education, and Welfare, Washington D.C. The National FFA Convention is held annually in Indianapolis, Indiana and the California Association holds its annual conference at the Fresno Convention Center each April.

This 2015-2016 Program of Activities was developed to explain the purpose of the FFA Organization and give insight into the many opportunities that are available to all agriculture students at Oakdale High School.



The FFA Motto

LEARNING TO DO,

DOING TO LEARN,

EARNING TO LIVE,

LIVING TO SERVE

National FFA Colors

National Blue represents the national origin of the organization, matches the blue color on the flag of the United States of America.

Corn Gold signifies the founding of the organization in the United States, and the unity of agriculture as corn is grown in all fifty states and is a native crop to our continent.

PROPER USE OF THE FFA JACKET

The FFA jacket is the most recognizable symbol of the organization. As a member, one of your responsibilities is to ensure its proper use. Specific guidelines are outlined below.

1. The jacket is to be worn only by members.
2. The jacket should be kept clean and neat.
3. The *back* of the jacket includes only: a large official FFA emblem, the name of the state association, and the name of the local chapter, district, or area. The *front* of the jacket includes only a small official FFA emblem, the name of the individual, one office or honor, and the year of that office or honor.
4. The jacket should be worn on official occasions with the zipper fastened to the top. The collar should be turned down and the cuffs buttoned.
5. The jacket should be worn by members and officers on all official FFA occasions, as well as other occasions where the chapter or state association is represented. It may be worn to school and other appropriate places.
6. The jacket should only be worn to places that are appropriate for members to visit.
7. School letters and insignia of other organizations should not be attached to or worn on the jacket.
8. When the jacket becomes faded and worn, it should be discarded or the emblems and lettering removed.
9. The emblems and lettering should be removed if the jacket is given or sold to a non-member.
10. A member should act professionally when wearing the official FFA jacket.
11. Members should refrain from use of tobacco and alcohol when underage and at all times when representing the FFA. In addition, members should exhibit their leadership qualities when they encounter substance including tobacco and alcohol and serve to discourage others from inappropriate behavior.
12. All chapter degree, officer and award medals should be worn beneath the name on the right side of the jacket, with exception that a single state FFA Degree charm or American FFA Degree key should be worn above the name or attached to a standard key chain. No more than three medals should be worn on the jacket. These should represent the highest degree earned, the highest office held and the highest award earned by the member.

FFA CREED

I believe in the future of agriculture, with a faith born not of words but of deeds – achievements won by the present and past generations of agriculturalists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others.
I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturalists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so – for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

The creed was written by E.M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.

State FFA Degree

To be eligible to receive the State FFA Degree from the state association, the member must meet the following minimum qualifications:

1. Have received the Chapter FFA Degree.
2. Have been an active FFA member for at least two years (24 months) at the time of receiving the State FFA Degree.
3. While in school, have completed the equivalent of at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a SAE program.
4. Have earned and productively invested at least $1,000, or worked at least 300 hours in excess of scheduled class time, or a combination thereof, in a supervised agricultural experience program.
5. Demonstrate leadership ability by:
    a. Performing 10 procedures of parliamentary law or a test.
    b. Giving a six-minute speech on a topic relating to agriculture or the FFA.
6. Serving as an officer, committee chairperson, or participating member of a chapter committee.
7. Have a satisfactory scholastic record as certified by the local agriculture educator and the principal or superintendent.
8. Have participated in at least five different FFA activities above the chapter level.

American FFA Degree

To be eligible to receive the American FFA Degree from the National FFA Organization, the member must meet the following qualifications:

1. Have received the State FFA Degree, have been an active member for the past three years (36 months) and have a record of satisfactory participation in activities on the chapter and the state level.
2. Have satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program.
3. Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
4. Have in operation and have maintained records to substantiate an outstanding SAE program through which a member has exhibited comprehensive planning, managerial and financial expertise.
5. Have earned and productively invested at least $7,500 or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time.
6. Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of a "C" or better as certified by the principal or superintendent.

Veterinary Science **Advisor: Mr. Hartzell**

The Veterinary Science event seeks to effectively prepare the students for the expectations of the animal health care and services (Veterinary Hospitals/Clinics, Grooming Facilities, Pet Stores, Kennels/Boarding Facilities, and Feed Stores) workplace. Workers seeking careers in the animal health care field must develop a high degree of knowledge, skill and ability to solve difficult problems. This event blends the testing of skills and knowledge required for careers in the animal science career pathway.

Floriculture **Advisor: Mr. Hartzell**

The Floriculture Career Development Event seeks to effectively prepare students for the expectations of the agricultural floral industry. The students seeking careers in the floricultural field must not only develop a high degree of knowledge and skill, they must also use critical thinking and oral communication skills. They will be able to demonstrate quality evaluation by judging potted foliage plants, cut flowers, flowering potted plants, and floral design classes. The students will identify the many cut flowers, potted plants, and tools and materials commonly used in the floral industry. Students will also construct a corsage and floral arrangement according to the floral industry standards

AG Mechanics **Advisor: Mr. Robles**

The agricultural mechanics event seeks to effectively prepare the students for the expectations of the agricultural mechanics workplace. Workers seeking careers in agricultural mechanics must not only develop a high degree of knowledge and skill they must also develop the ability to solve difficult problems. This event blends the testing of manipulative skills and knowledge required for careers in fabrication and construction.

AG Welding **Advisor: Mr. Robles**

To evaluate the contestant's manipulative skills, general knowledge and professional presentation as these correlate to his/her preparation for employment in the broad field of welding (agricultural, industrial, or other).

Farm Power **Advisor: Mr. Robles**

The contest shall be designed to test a student's mechanical skills and abilities relating to power equipment used in agriculture, and shall serve as a training forum for students interested in pursuing a career as an equipment technician.

*** **If you would like to participate in a different contest, gather four or more members interested who are willing to participate to attend in contests. Please see one of your instructors to create a judging team.**

FFA Proficiency Awards

The FFA provides a series of proficiency awards to recognize members who demonstrate exceptional progress, and who excel in one of the twenty-nine agricultural SAE related areas. These awards are designed for competition not only with other members locally and throughout the state, but also at the national level as well.

The award applications are simple to complete and are usually filled out in January for the local and regional winners. Those that win at the local level are recognized at the chapter banquet at the end of the year. To obtain an application, talk to an advisor.

Proficiency awards consist of filling out a rather detailed application form with questions relating to the applicant and their SAE project.

Listed below are some areas where proficiency awards are given:

Agricultural Communications	Forage Production
Agricultural MechanicsDesignand Fabrication	Forest Management and Products
AgriculturalMechanicsRepair andMaintenance	Grain Production
Agricultural Mechanics Energy Systems (Agricultural Power)	Entrepreneurship/Placement
Agricultural Processing	Home and/or Community Development
Agriculture Sales Entrepreneurship/Placement	Landscape Management
Agricultural Services	Nursery Operations
Beef Production Entrepreneurship/Placement	Outdoor Recreation
Dairy Production	Pomology Production
Entrepreneurship/Placement	Entrepreneurship/Placement
Diversified Agricultural Production	Poultry Production
DiversifiedCropProduction	Sheep Production
Entrepreneurship/Placement	Small Animal Production and Care
DiversifiedHorticulture	Specialty Animal Production
Entrepreneurship/Placement	Entrepreneurship/Placement
Diversified Livestock Production	Specialty Crop Production
Entrepreneurship/Placement	Swine Production
Emerging Agricultural Technology	Entrepreneurship/Placement
Environmental Sciences and Natural	Turf Grass Management
Resources Management	Vegetable Production
Equine Science Entrepreneurship/Placement	Entrepreneurship/Placement
Fiber Crop Production	Viticulture Production
Floriculture	Entrepreneurship/Placement
Food Science and Technology	Wildlife Production and Management
	Entrepreneurship/Placement

Fresno State field Day				$0.00
*registration	$250.00	FFA		-$250.00
State FFA Convention				$0.00
*registration	$2400.00	FFA	$1900.	-$500
*van	$1500.00	FFA		-$1500.00
*hotel	$4200.00	FFA	$3600.00	-$600.00
*Dinner	$700.00	FFA		-$700.00
Reedley College Field Day				$0.00
*registration	$100.00	FFA		-$100.00
*van	$200.00	FFA		-$200.00
West Hills College Field Day				
*van	$100.00	FFA		-$100.00
*Registration	$100.00	FFA		-$100.00
Atascadero Judging Trip				
*Registration	$75.00	FFA		-$75.00
*Hotel	$500.00	FFA		-$500.00
*Van	$200.00	FFA		-$200.00
State FFA Finals				$0.00
*registration	$250.00	FFA		-$250.00
*van	$400.00	FFA		-$400.00
*hotel	$2,000.00	FFA		-$2,000.00
Staff Appreciation	$100.00			-$100.00
T-shirts	$400.00	FFA	$1,000.00	**$600.00**
Community Center	$1000.00	FFA		-$1000.00
Spring FFA Banquet				$0.00
*Food	$1500.00	FFA	$850.00	-$650.00
*Awards and Decorations	$2,000.00	FFA		-$1,000.00
Sectional Dues	$150.00	FFA		-$150.00
Camp Sylvester LC				$0.00
*registration	$1,400.00	FFA		-$1,400.00
*van	$200.00	FFA		-$200.00
Officer Retreat				$0.00
*house	$1,000.00	FFA		-$1,000.00
*food	$500.00	FFA		-$500.00
*Van	$400.00	FFA		-$400.00
Opening/Closing (oakdale)	$250.00	FFA	$250.00	$0
Opening/Closing (Section)	$150.00	FFA		-$150.00
Project Metal/Sales	$0.00	FFA	$500.00	$500.00
Floral Supplies/sales	$0.00	FFA	$500.00	$500.00
OH Supplies/Sales	$500.00	FFA	$500.00	-$0.00
Fair Supplies	$500.00	FFA		-$500.00
National Delegates	$1000.00	FFA		-$1000.00
MJC Senior Day	$250.00	FFA	$250.00	-$0.00
Sectional Bowling Bus	$300.00	FFA		-$300.00
SLE Conference	$900.00	FFA		-$900.00
FFA Meetings	$1000.00	FFA		-$1000.00
Totals	**$54,440.00**		**$54,440.00**	**$0.00**

1967	Marc Klose	Beef
1967	Steve Ward	Dairy
1968	Tom Lewis	Almonds
1968	Terry Pritchard	Poultry
1969	John Willms	Beef
1970	Edward Ducox	Beef/ Work Experience
1970	Pat Taylor	Beef/ Work Experience
1970	Tom Wedgegaertner	Sheep
1971	Ronald Brown	Beef
1971	Dan Burtschi	Dairy/ Work Experience
1971	Leroy Costa	Peaches/Work Experience
1971	Paul Dutter	Barley/ Work Experience
1971	Eric Harris	Beef/ Work Experience
1971	Mikki Larrick	Sheep/ Work Experience
1971	Steve McConneti	Beef/ Work Experience
1972	Gaden Dutter	Dairy/ Work Experience
1972	Kurt Erickson	Beef/ Work Experience
1972	Ron Grohl	Beef/ Work Experience
1972	Marcia Larrick	Sheep/ Work Experience
1972	Jeannene Moore	Dairy
1972	Mike Richards	Beef/Work Experience
1973	Joaquin Ameral	Dairy/Work Experience
1973	Joe Bianchi	Beef/Work Experience
1973	Larry Dean Brown	Sheep/Work Experience
`73	Mark Wedegaertner	Dairy/Work Experience
_974	Joe Ameral	Beef/Dairy
1974	Bert Davis	Beef/Work Experience
1974	Mike Grohl	Beef
1974	Matt Larrick	Work Experience
1974	Linda Massey	Work Experience
1975	Bob Albertoni	Almonds/Sheep
1975	Debbie Rubbert	Sheep
1975	Skip Wright	Sheep
1976	Don Costa	Grapes
1976	Tim Pimley	Sheep
1976	Tom Pimley	Sheep
1977	Paul Wegdegaenter	Swine/Work Experience
1977	Candy Eckert	Dairy
1977	Cassandra Marcorn	Beef/Sheep/Swine
1977	John Mendes	Beef/Swine
1978	Bernard Gregories	Beef/Crops/Swine
1978	David F. Hite	Dairy/Work Experience
1978	David Mendes	Beef/Swine
1979	Linda Brown	Beef/Sheep
1981	Kathy Hilton	Swine
1981	George Bruerer	Sheep
1981	Mike Mendes	Swine
1981	Tom Reed	Work Experience
1982	DeeAnn Dias	Beef
1982	Heidi Garrett	Swine
83	Mike Bianchi	Sheep
1983	Skeeter Hanson	Beef
1983	Shelly Jones	Beef/Dairy
1983	Larry Mendonca	Swine
1984	Chris Evans	Beef/Swine
1984	Kelly Freitas	Sheep
1984	Sylvie Gregoris	Beef/Swine
1984	Kim Jones	Beef/Swine
1984	Diane Sanders	Beef/Swine
1984	Brett Ward	Sheep
1985	Shelly Ward	Sheep
1985	Kelly Bianchi	Beef/Sheep
1985	David DeSart	Dairy
1985	Mike Garrett	Beef/Work Experience
1985	Michael S. Reed	Swine/Work Experience
1985	Cheryl Rippe	Beef/Work Experience
1985	Sheri Schmidt	Sheep/Work Experience
1987	Pamela M. Aiken	Sheep/Work Experience
1987	Troy Gravatt	Sheep/Work Experience
1987	Dawn Henley	Beef
1987	Patti Hurtgen	Dairy/Work Experience
1987	Gina E. Langston	Sheep/Work Experience
1987	Vanessa Nikolauson	Beef/Work Experience
1989	Janis Day	Sheep
1989	Paul Freitas	Sheep
1989	Thomas C. Higgins	Sheep/Swine
1989	Keri Nimphius	Beef/Sheep
1990	Mike Brecht	Swine
1990	Amy Heltzel	Sheep
1990	Richard Hurtgen	Dairy
1991	Shawn Fields	Beef
1991	Sandi Hurtgen	Dairy
1991	Lisa Mendes	Swine
1992	Jusitn Estermann	Sheep/Work Experience
1992	Chris Hempleman	Poultry
1992	Steven Knickerbocker	Beef
1992	Leah Taylor	Poultry/Sheep
1993	Amanda Burton	Sheep
1993	Jodie Cockrell	Beef/Sheep/Work Exp.
1993	Steven Evangelho	Dairy
1993	Cindy Nimphius	Poultry/Sheep
1994	Stacey Fields	Beef
1994	Alicia Van Ruiten	Beef/Sheep/Swine
1994	Kelly Wagner	Dairy
1995	Justin Buchanan	Swine/Sheep
1995	Ryan Cuthbert	Sheep
1995	Angela Ferriera	Swine/Sheep/Dairy
1995	Ray Jeremy Jr.	Landscaping
1995	Chanel Wilson	Sheep
1996	Joshua Taylor	Sheep/Beef/Squabs
1996	Karin Dickson	Dairy
1996	Wendi Cook	Beef/Swine/Sheep

American Degree Recipients

The American FFA Degree is the highest degree in FFA, and is conferred only on active members. To quantify, individuals must have received the State FFA Degree earned, and productively invested a minimum of $7,500.00 from agricultural production or work in their supervised occupation experience program (s). They must also be leaders in their communities and have records of all their agricultural endeavors, as well as twelve months past high school graduation, if applicable. For more information on the qualifications for this degree see the Official FFA manual.

The following is a list of students who have received the prestigious American FFA Degree over the history of the Oakdale Chapter.

Year	Name	Project(s)
1937	Ray Higginbotham	Dairy
1942	Victor Wedegaertner	Swine
1948	Kenneth Rairden	Beef
1949	Jack Barnes	Dairy
1949	Les Christian	Unknown
1949	Marcell Dickens	Dairy
1966	Robert T. Rutherford	Sheep
1970	Sam Rutherford-Honorary	Advisor
1977	Don Hendricks-Honorary	Advisor
1980	John A. Mendes	Swine
1981	Bernard Gregoris	Swine
1981	David Mendes	Swine
1983	Mike Mendes	Swine
1986	Heidi Garrett	Swine
1989	Keri Nimphius	Beef/Sheep
1991	Patricia Hurtgen	Dairy
1992	Richard Hurtgen	Dairy
1993	Amy Hetzle	Sheep
1993	Lisa Mendes	Swine
1994	Sandi Hurtgen	Dairy
1995	Cindy Nimphius	Sheep/Poultry
2006	Cliff Rogers	Beef/Work Experience
2006	Nick Traini	Rabbits/Work Experience
2007	Ross Burner	Rabbits/Work Experience
2010	Amanda Moore	Beef/Work Experience
2013	Samantha Callahan	Beef/ Work Experience
2013	Nick Moore	Beef/ Work Experience
2015	Logan Douglas	Work Experience/Swine
2015	Tanner Morgan	Sheep/Goats/Work Experience
2015	Austin Paddock	Work Experience

Fair Contract and Requirements

It is a privilege to show for Oakdale FFA at any fair. Along with this privilege come certain expectations and responsibilities. The instructors are here to guide you with your project, not to maintain and care for the project. It is your responsibility to care for and manage your project.

Below you will find a set of expectations that must be followed in order to retain your privilege of showing for Oakdale FFA. Please read through these expectations with your parent/guardian. This contract must be signed and returned to your project advisor ***before*** your project begins for the fair.

1. All project meetings must be attended. If you cannot attend, prior arrangements must be made with the instructors.

1. All bills associated with the project must be paid and kept current, unless otherwise agreed upon with the instructor. All bills must be paid before student receives fair check.

2. Record books must be current and meet the approval of the project advisor before fair checks will be handed out. (This rule applies to current students as well as graduates.)

4. Students must be eligible at the time the project begins and at the time of the fair.

5. Students must attend at least 6 chapter meetings and participate in at least two fundraisers to be able to show at the fair.

6. Any violation of school rules relating to fighting, consumption of alcohol, tobacco or any illicit drugs will result in immediate termination of the project and the student will not be allowed to show at the fair.

8. Any student who switches to 4-H or independent at any time in their OHS FFA show career may not switch back to FFA in that calendar year and vice-versa.

9. Disrespect to Ag Instructors, Teachers, Leaders, Parents, or other advisors will not be tolerated and will result in termination of the project. Please watch what you say to others as well.

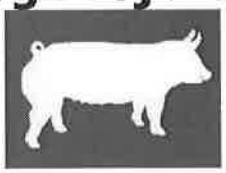
1. Must be passing all Ag classes.

I agree to follow the rules and advice of the agriculture instructors throughout the duration of this project.

_____ _____

Students Signature Parent Signature

Market Hog Project Budget



Estimated receipts:

Sale of animal		**$720.00**
240lb. Market hog at $3.00/pound		
If animal is sold though the county		
Fair auction		

Estimated expenses

Cost of animal	350.00
Feed	300.00
Supplies	25.00
Veterinary Supplies	3.00
Entry fee	15.00
Total Estimated Expenses	**$693.00**

Estimated Net Income **$27.00**

Market Lamb Project Budget

Estimated Receipts:

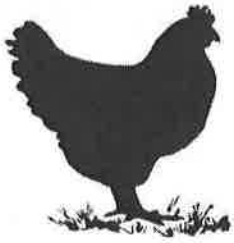
Sale of Animal (125 lbs)		$**531.25**
(Need a buyer at $4.25 a pound)		
If the animal is sold through the county		
Fair Auction		

Estimated Expenses:

Cost of animal	300.00
Feed (grain and hay)	150.00
Veterinary (shots and wormer)	5.00
Supplies (halter, blanket, etc)	20.00
Entry Fee	15.00
Total Estimated expenses	**$490.00**

Estimated Profit **$41.25**

Poultry Project Budget



Estimated Receipts:				**10 birds x 15.00**	**$150.00**
Estimated Expenses:					
Cost of animal		.25 per bird	2.50		
Feed		2.00 per bird	20.00		
Equipment		.20 per bird	2.00		
Entry Fees	3 classes	.50 per class	1.50		
Waters			5.00		
Feeders			5.00		
Processing		5.00 per bird	50.00		
Total Estimated Expenses			**$86.00**		
Estimated Net Profit					**$64.00**

FFA Point Award System

To be eligible for awards, recognition, achievement trip, activities, etc., you must meet the following requirements. Satisfactory conduct and attitude are measured by the Agriculture Education instructors, minimum standard for scholarship should meet school eligibility requirements and a "B" in all agriculture classes with a record book score of 70 or better, and must include a consideration of students performance in all their courses.

Point Award System for Activities and Events

To receive an award at the Annual Awards Banquet you must be an active member. The following is the criteria of an active member:

- ☐ Attend at least half of the regular meetings
- ☐ Serve on at least one committee
- ☐ Participate in at least one activity
- ☐ Have a good citizenship record in the school and community

OUTSTANDING MEMBER POINT AWARD TOTAL:

First Year:	1000	Second Year:	1400
Third Year:	1600	Fourth Year:	1800

OFFICER POINTS (Chapter, Section, Region, and State)

OFFICE	CHAPTER OR HIGHER	GREENHAND
President	300	100
Vice President	300	100
Secretary	300	100
Treasurer	300	100
Reporter	300	100
Sentinel	300	100
Historian	200	
Photographer	200	
Chaplain	200	

DEGREE POINTS (earned current or held during)

Greenhand	100
Chapter	200
State	400

PUBLIC SPEAKING/ OPENING AND CLOSING CONTESTS

Contest	Section	Region	State
For Entering	25	50	100
First Place	50	50	50
Second Place	40	40	40
Third Place	30	30	30
Fourth Place	20	20	20
Fifth Place	10	10	10

Each Time a speech is given at a public meeting: 50
Chapter Meeting Report: 10

PROJECT COMPETITION	Chapter	Section
Entering	150	150
Gold	50	50
Silver	40	40

JUDGING TEAMS
Going out for a team and making practices 100
Judging on a team (each contest) 50

Placing for the team or as an individual:

First	50	Sixth	25
Second	45	Seventh	20
Third	40	Eighth	15
Fourth	35	Ninth	10
Fifth	30	Tenth	05

FAIR AND SHOWS

- ☐ Points limited to three shows a year
- ☐ A maximum of 1000 points can only be recorded for Fairs and Shows

Champions:	Specified Breed	FFA	Supreme
Champion	50	75	100
Reserve Champion	40	65	90

Chapter Groups:

Using your animal or helping with the class: 50
Points for placing: Same as livestock

Agriculture Mechanics, Horticulture and Floral Design

Large projects: Over $50.00 value

Entering one project: 50
Entering each additional project: 25

Placing points:

First: 50
Second: 40
Third: 30

Small projects: Below $50.00 in value

Entering each project: 10
First: 30
Second: 20
Third: 10

SAEP (SUPERVISED AGRICULTURAL EXPERIENCE PROJECT)

Verified in Vo-Ag Record Book 200 (for all projects within a year)

High School Rodeo Participant

Maximum of three rodeos: 100 each

Participating in the High School Rodeo following events:

Challenge of Champion: 25
Silver State: 25
Making State Finals: 50
Nationals: 50

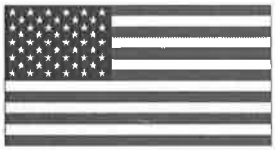
* In order to receive rodeo points, rodeo participation must be a project in your FFA record book.

Treasurer

Duties:

1. Receive, record, and deposit FFA funds and issue receipts.
2. Present monthly treasurer reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain neat and accurate treasury record.
5. Prepare and submit the membership roster to the National FFA Organization through the state FFA association office in cooperation with the secretary.
6. Serve as chairperson of the finance committee.

Reporter



Duties:

2. Serve as chair of the POA public relations committee.
3. Plan public information programs with local radio, television, newspaper, and service clubs and make use of other opportunities to tell the FFA story
4. Release news and information to the local and regional news media
5. Publish a chapter newsletter or website.
6. Prepare and maintain a chapter scrapbook with the Chapter Historian.
7. Send local stories to area, district, and state reporters and to any school publications.
8. Send articles and photographs to the FFA New Horizons magazine and other national and/or regional publications and websites.
9. Work with local media on radio and television appearances and FFA news.
10. Serve as the chapter reporter.

Sentinel

Duties:

1. Assist the President in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.

Oakdale FFA Chapter Constitution

Reviewed July 2015

ARTICLE I Name and Purpose

Section A. The name of this organization shall be the "Oakdale FFA Chapter" CA 0162.

Section B: The purpose of this chapter is as follows:

1. To develop competent and aggressive agriculture leadership.
2. To create a love of agricultural life.
3. To strengthen the confidence of agricultural youth in themselves and their work.
4. To create more interest in the intelligent choices of agricultural occupations.
5. To encourage the members in the development of agricultural programs and establishments.
6. To participate in worthy undertakings of the improvement of agriculture.
7. To develop character, train useful citizens, and foster patriotism.
8. To participate in cooperative efforts.
9. To encourage and practice thrift.
10. To encourage improvement and scholarships.
11. To provide and encourage the development of organized rural recreational activities.

ARTICLE II Organization

Section A. The Oakdale FFA Chapter is a chartered local unity of California Association of the Future Farmers of America, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full provisions of the constitution and the bylaws of the California Association of the Future Farmers of America as well as the National FFA Organization

ARTICLE III Membership

Section A. Membership in this chapter shall be of three kinds:

1. Active
2. Associate
3. Honorary, as defined by the national FFA constitution.

Section B. The regular work of this chapter shall be carried on by the active membership.

5. Have demonstrated five procedures of parliamentary procedures.
6. Be able to lead the group in discussion for fifteen minutes.
7. Must have earned at least $150.00 by their own efforts from his/her supervised agriculture experience program and worked hours in excess of class time.
8. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
9. Submit a written application for the Chapter Farmer Degree.

ARTICLE V: Fairs & Shows

Section A. All exhibitors are required to care for and clean up their animals according to the guidelines designated by the advisors.

Section B: All exhibitors are required to perform their barn duties at the assigned time.
1. If at any time you are not performing in an acceptable manner you will be awarded additional barn duties during fair.

Section C: Exhibitors and members of the Oakdale FFA Chapter must follow the guidelines of the Code of Ethics.

Section D: All members must abide according to the official dress code while showing. Appropriate attire designated by the FFA will be required while attending to animals.
1. School dress code will be enforced by the advisor(s).

Section E: If the above duties are not fulfilled, the advisor will cease to sign fair entries for the following year.

ARTICLE VI: Officer Structure

Section A: The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, Sentinel, Advisor, Historian, Photographer, Chaplain, and Point Awards Chairman.

Section B: The advisor shall be a teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.

Section C: Officers shall be elected annually by the majority vote of the members present at a regular meeting or by slated based on application and interviews.

ARTICLE VII: Meetings & Delegates

Section A: Regular chapter meetings shall be held once a month. Special meetings may be called at any time. Executive meetings shall be held once a week.

Section B: Two delegates shall be elected annually from the active membership to represent the chapter at the section, region, and state meetings. The delegates shall be two active members that are skilled in FFA policy, ethics, and processes. He/she must be enthusiastic about the FFA and plan to continue being an active member. He/she must earn at least a Greenhand Degree and be elected by simple majority.

ARTICLE VIII: Dues

Section A: Dues should be set annually by a majority vote of the active membership. (Paid Ag. Grant)

ARTICLES IX: Amendments

Section A: This constitution may be amended at any regular chapter meeting by two-thirds vote of the active members present after posting said changes for two weeks prior to voting. No amendments may conflict with the state or national constitutions.

IIV. Food Service
Officer: Tate Borba and Garrett Lang
Chair: Matt Gonzales and Hallie Vieths

A. Plan food required for FFA meal activities.
B. Maintain and inventory food supplies and equipment.
C. Organize members to help prepare and organize food.
D. Develop set-up and clean up procedures

August 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
						1
2	3	4	5	6	7	8
				OHS First day of School		
9	10	11	12	13	14	15
					OHS Welcome Back Rally OHS Icebreaker Dance	
16	17	18	19	20	21	22
				OHS Back to School Night FFA Cookie Dough Sales Start		Central Region SOLS – Delta HS
23	24	25	26	27	28	29
			Welcome Back BBQ *6:00PM AG Dept.*			
30	31					

October 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
				1	2	3
				OHS Pink Out Day		Central Region COLC OHS Homecoming Window Painting
4	5	6	7	8	9	10
Central Region COLC		Oakdale Invitational O/C Contest 4 pm	OHS Powder Puff Game 7pm Float Decorating @2	Float Decorating @2	OHS Rally, Parade, Game, Dance	
11	12	13	14	15	16	17
		Stan/Tuolumne O/C Contest 4:00 pm Gregori HS	OHS Minimum Day	Cow Palace Livestock Show	Cow Palace Livestock Show	Cow Palace Livestock Show
18	19	20	21	22	23	24
Cow Palace Livestock Show			FFA Meeting			
25	26	27	28	29	30	31
	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention

December 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
		1	2	3	4	5
				Stan/T Sectional Speaking Competition @ Enochs 4:00pm		Mariposa Creed Contest
6	7	8	9	10	11	12
	Canned Food Drive Starts		Oakdale FFA Fall Banquet 6:00PM Gene Bianchi Center		Canned Food Drive Ends	
13	14	15	16	17	18	19
			OHS Finals	OHS Finals	OHS Finals	
20	21	22	23	24	25	26
	No School-----	----------	----------	Christmas Eve	Christmas Day	
27	28	29	30	31		
	----------	----------	----------	New Year's Eve		

February 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
	1	2	3	4	5	6
				Central Region Manuscripts due to Mrs. Sperling		Arbuckle Field Day
7	8	9	10	11	12	13
	Central Region Proficiency Scoring 9 am (FFA Center)	World Ag Expo		Central Region Leadership Contests (Prelims & Finals) 9:00-3:30 pm Pitman HS		
14	15	16	17	18	19	20
Valentine's Day	President's Day No School----	----------	----------	----------	Central Region Officer Interviews (Modesto) ----------	Central Region Officer Interviews (Modesto)
21	22	23	24	25	26	27
National FFA Week	National FFA Week No School	National FFA Week	National FFA Week	National FFA Week	National FFA Week	Central Region CATA/FFA Meetings Merced College
28	29					

April 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
					1	2
						Modesto Field Day
3	4	5	6	7	8	9
	Return to School					CRC Field Day & Ag Sales Finals Reedley Field Day
10	11	12	13	14	15	16
			FFA Meeting			
17	18	19	20	21	22	23
			FFA Plant sale	State Speaking Finals FFA Plant sale	State Parli Pro Finals FFA Plant sale	Fresno State Field Day State FFA Conference
24	25	26	27	28	29	30
State FFA Conference	State FFA Conference	State FFA Conference			Livestock Practice @ May Day Fair	Atascadero Livestock Judging Contest

June 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
			1	2	3	4
			Officer Retreat	Officer Retreat	Officer Retreat	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
CATA Summer Conference Father's Day	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA AgriSkills Session	CATA AgriSkills Session
26	27	28	29	30		

Intro to AG Tech
Oakdale High School
Mrs. Mendonza Room P2
Agriculture Department

C

Course Description

Intro to AG Tech/AG Earth Science is a course designed to give students an overview of the world around us. This class meets the California Educational Code. Throughout the year this course will cover; the scientific method, cycles in nature, earth's atmosphere, geography, astronomy, meteorology, plate tectonics, oceanography, topography, geology, FFA, California Agriculture and Plant and Animal Science. Students are automatically an FFA member and will be expected to participate in the FFA activities and maintain an SAE project with an up-to-date record book.

Classroom Guidelines

1. **Be On Time** – You are to be on time to class and will receive a tardy if you are not in your seat when the bell rings.
2. **Be Considerate** – Do not talk while others are talking, especially the teacher. Treat others the way you would like to be treated. Wait your turn and don't interrupt others while they are talking. Keep your hands, feet, and objects to yourself.
3. **Be Prepared** – Come to class with your book, binder, pencil, and assignments, this will help you be successful in class. Any assignment turned in after the due date is worth half credit.
4. **Be Respectful** – Respect your classmates and teacher's opinions, work, and personal items. I will respect you and I expect the same in return. No put downs or rude comments.
5. **Be Responsible** – You EARN your grade in this class; I don't GIVE it to you. As a result you are responsible for obtaining missed assignments including notes, handouts, etc. Quizzes cannot be made up and tests are made up by appointment only.

Discipline Procedures

Class discipline procedures are based on the severity of the situation and school rules.

1. Verbal Warning
2. Teacher-Student Conference
3. Teacher Detention/ Call Home to Parents
4. Referral

Classroom Procedures

1. Be prepared and in your assigned seat when the bell rings.
2. As the bell rings and the teacher takes role you should begin working on the task of the day.
3. All material from class (handouts, notes, assignments, etc.) should be placed in your notebook for later reference.
4. Class time is for you to work on assignments and ask the teacher questions about class activities.
5. There is no food or sodas allowed in this classroom (water only)
6. Cell phones, Ipods, tablets and all other electronic devices are not to be seen or heard from during class unless instructed by the teacher.
7. Ask permission before going to the bathroom. (2 free bathroom passes per quarter)
8. Clean up your own mess as well as the entire classroom at the end of every period.
9. The class is dismissed by the teacher not the bell, only when the classroom is clean, quiet and everyone seated in their assigned seat will the class be dismissed.

Materials

1. Binder with dividers
2. Lined Paper
3. Pencil or Pens (Blue or Black only)
4. Colored Markers or Pencils
5. Highlighter

Grading

It is your responsibility to obtain missed work from the teacher. If you know you will be absent ahead of time please make arrangements with the teacher. Quizzes will be given at random, therefore it's important to be in class. There will be no make-ups for quizzes. Tests and projects are given at the end of each unit and tests are made up by appointment only. Work must be turned in on the day it is due, anything turned in late is worth half credit, unless prior arrangements have been made with the teacher.

Required Class Activities	Percentage of Grade
Classwork (projects, notebook and assignments)	50%
Tests and Quizzes	30%
FFA (2 FFA activities required per quarter)	10%
SAE (each student is required to begin and maintain a project related to agriculture, including an up-to-date record book)	10%

FFA, SAE, and Record books

If a student wishes to participate at fairs and shows through the FFA as well as earn the rewards, degrees, and scholarships that are available to FFA members, they must participate in the FFA and SAE portions of this agriculture program. Each student is required to participate in a MINIMUM of 2 FFA activities quarter and maintain an up-to-date record book for their SAE. If a student participates in a variety of FFA activities they will have an opportunity to participate in our incentive trips.

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____ Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____ Date _____

Check Off _____

AG GOVERNMENT/ECONOMICS
Oakdale High School
Mrs. Mendonza Room P2
Agriculture Department

COURSE DESCRIPTION

America's agricultural industry is the mainstay of the United States economy. Understanding economics and regulations of this diverse industry is critical to its success and prosperity. Students will study the constitution, federalism, the Farm Bill, macroeconomics, economic systems, and Ag marketing cooperatives. There will be a strong emphasis on students gaining the knowledge needed to be active citizens in today's society. Leadership development will be provided through FFA. Each student will be expected to have a supervised agricultural experience program.

AG GOVERNMENT COURSE GOALS Upon completion of this course, the students will:

1. Explain the fundamental principles and moral values of American Democracy as expressed in the US Constitution and other essential documents of American Democracy.
2. Evaluate, take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
3. Evaluate, take and defend positions on what the fundamental values and principles of civil society are, their interdependence, and the meaning and importance of those moral values and principles for a free society.
4. Analyze the unique roles and responsibilities of the three branches of government as established by the US Constitution.
5. Summarize landmark US Supreme Court interpretations of the Constitution and amendments.
6. Evaluate issues regarding campaigns for national, state, and local elective offices.
7. Analyze and compare the powers and procedures of the national, state, tribal, and local governments.
8. Evaluate and take and defend positions on the influence of the media on American political life.

AG ECONOMICS COURSE GOALS Upon completion of this course, the students will:

1. To develop an appreciation of agriculture and how it affects our economy.
2. To incorporate agriculture into the principals of economics, business management, employability and marketability of agricultural products.
3. To create an awareness of the importance of agricultural business & economics.
4. To prepare students for college level entry in the various disciplines of agriculture science
5. The student will demonstrate the ability to understand the scope of American agriculture by explaining the role of economics as it relates to the agricultural industry as a whole.
6. The student will demonstrate the ability to understand the difference between the final goods and services that an economy produces and the productive resources that are used to produce the goods and services by comparing and contrasting the relationships of labor, capital, and technology.
7. The student will demonstrate the ability to understand how resources affect an economic system by explaining the role through oral, written, or visual expression.
8. The student will demonstrate the ability to understand the difference between industrial production and agricultural production by comparing and contrasting them.
9. The student will demonstrate the ability to understand the economic systems by comparing the advantages and disadvantages of each system.
10. The student will demonstrate the ability to analyze the concepts of microeconomics by indicators and policies to understand how they relate to economic goals.

TEXTBOOKS & REFERENCE MATERIALS

REQUIRED MATERIALS:

Students are required to have a thin 3-ring binder **to be used for this class only**, and a writing utensil (pencils are more useful). All work will be kept in this notebook for grading and review. The student's work will not be graded unless it is in this notebook, neat and in proper order.

METHODS OF INSTRUCTION

1. Power Point Presentations
2. Lecture
3. In Class Assignments and Assessments
4. Research and Reading assignments
5. Developmental Projects
6. Audio/Visual Presentations
7. Internet Tutorials

COURSE FORMAT / ASSESSMENT

A. Fifty percent Classroom Instruction, Participation, classwork including: **50%**

- Discussion
- Demonstration
- Lecture/Note Taking
- Reading assignments/Current Events
- Bell Ringer weekly tweets

1. Students will be responsible for textbook reading and a variety of classwork assignment as determined by the instructor.

B. Thirty percent Tests and Quizzes **30%**

- Examinations
  - Quizzes that utilize problem-solving methods.
  - Objective tests will be given on a regular basis.
  - A comprehensive final examination each semester.

C. TEN percent **10%**

A. (Supervised Agricultural Experience-SAE)

1. Students will be responsible for completing one or more projects throughout the school year.
   - Participation in an individually developed SAE Project (i.e. steer, feeder calf, pig, lamb, goat, ag mech, farming, ag government/economics research project……)

D. TEN percent **10%**

B. (FFA Participation)

- Each student enrolled in an agricultural course is AUTOMATICALLY a member of the Oakdale FFA Chapter.
  1. Therefore, each student is REQUIRED to participate in a minimum of 2 FFA activities every quarter (i.e. FFA Meetings, Volley Ball Tournament, Conferences….) 10 EXTRA CREDIT points will be awarded for each additional activity beyond the minimum.

TOTAL…… 100%

Ag GOVERNMENT COURSE OUTLINE-One Semester

Unit 1 – Foundations of Government
Unit 2 – The Legislative Branch
Unit 3 – The Executive Branch

Unit 4 – The Judicial Branch
Unit 5 – Rights and Responsibilities
Unit 6 – The U.S. Political System
Unit 7 – State and Local Government
Unit 8 – The U.S. and the World

Ag ECONOMIC COURSE OUTLINE-One Semester

Unit 1 – What is Economics
Unit 2 – Elements of Microeconomics
Unit 3 – Free Enterprise at Work
Unit 4 – Elements of Macroecronomics
Unit 5 - Government and the Economy
Unit 6 – International Economics
Unit 7 - Agri-Business Research Project/SAE Project

Major Class Rules (Dismissal):

1. A ***positive*** attitude ☺
2. ***Respect*** for yourself and the ideas, physical & emotional safety of others.
3. Every student has the right to learn.
4. The teacher has the right to teach.
5. Anything that prevents numbers 1-4 from happening is not tolerated.

General Rules (Consequence):

1. **Be on time.**
2. **Be on task.** No cell phones or ipods in the classroom.
3. **Be organized.** The student must place his/her name on all papers or may not receive credit. Handouts and work should be kept in the student's notebook for evaluation, neatly and in order, unless the instructor indicates otherwise.

Behavior Expectations:

1. Listen when others are talking.
2. Follow directions.
3. No hats once you enter the classroom.
4. Show respect for all school and personal property. Work and learn in a safe and clean environment.
5. A tardy = not sitting at assigned desk at the time the final bell rings.
6. Three bathroom/hall passes are allowed per semester. Unused = extra credit/

GRADES:

Grades will be based on participation, completion of academic work, record books, and SAE and CDE involvement at the class/local level and above the local level. All areas are required for a full grade consideration, including FFA participation. Weekly work reports are mandatory. Your work is expected timely and to be of the highest effort.

All tests/assignments must be completed within one week of the original date in which they were given or will result in a zero if not made up. **It is the students job to get work upon return from the teacher for the days missed.** Students are informed of major exam ahead of time, so the exam will be given on the first day of the student's return. If the student is not aware of the exam due to extended absence, then two days will be allowed for the student to catch up on missed notes. It is the student's responsibility to find out what work, etc., was missed.

HOW DO I GET HELP?

A. "Ask and you shall receive!"
B. I plan on being in my classroom by 7:15 most mornings and leaving by 4:00 after school except for Wednesdays.
   OR
C. I RECOMMEND to all students who need extra help, to make an appointment to meet with me before, after school or lunch to ensure that I will be in my classroom.
D. Ask questions during class, don't be shy, the question you have might be the same question someone else has. If you ***are not understanding*** a concept or procedure, let me know so that I can explain it differently.

RESOURCES:

In addition, please check out my class website for resources, schedules, forms, updates, pictures, and general information.

Mrs. Mendonza
rmendonza@ojusd.org

I, _____ have read and understood the course syllabus and will follow the rules to the best of my ability throughout this school year.

Student Signature _____ Date _____

We the parents/guardians have read through the syllabus with our child and fully understand what is expected of the student in this class and will support our child in successfully completing this course.

Parent/Guardian Signature _____ Date _____

Check Off _____

D

Portal Home CalAgEd.org R2 Home Main Menu Roster Teachers Graduates FAQ Help Logout

FFA Roster

CA0162 Oakdale
Oakdale HS
739 West "G" St.
Oakdale, CA 95361
Year: 2015 Go

City	St	Zip	Year	Grade	Gender	Hispanic	Race	Prog
OAKDALE	CA	95361	2	10	M		2 or More	Agris
OAKDALE	CA	95361	3	11	F	X	2 or More	Agris
Oakdale	CA	95361	1	09	F		White	Agris
OAKDALE	CA	95361	2	10	F	X	2 or More	Agris
Oakdale	CA	95361	1	09	F		White	Agris
Oakdale	CA	95361	1	12	M		White	O.H.
OAKDALE	CA	95361	3	11	M		White	Ag M.
OAKDALE	CA	95361	2	10	F		2 or More	Agris
Oakdale	CA	95361	2	10	M	X	White	Ag M.
Oakdale	CA	95361	1	11	M		White	Ag M.
Oakdale	CA	95361	1	12	M	X	2 or More	Ag M.
OAKDALE	CA	95361	4	12	F		White	O.H.
Oakdale	CA	95361	1	09	M		White	Agris
Oakdale	CA	95361	3	11	F		White	Ag M.
OAKDALE	CA	95361	2	10	F		2 or More	Agris
OAKDALE	CA	95361	2	11	M		2 or More	Agris
OAKDALE	CA	95361	2	10	F		2 or More	Agris
OAKDALE	CA	95361	4	12	F		White	Ag M.
Oakdale	CA	95361	1	10	F		White	Agris
Oakdale	CA	95361	1	09	F		White	Agris
Oakdale	CA	95361	1	11	F		White	O.H.
OAKDALE	CA	95361	2	10	M		2 or More	Agris
Oakdale	CA	95361	1	09	F		White	Agris
Oakdale	CA	95361	1	12	F		White	O.H.
Oakdale	CA	95361	1	10	M		White	Ag M.
Oakdale	CA	95361	1	09	M		White	Ag M.
Oakdale	CA	95361	1	09	F		Am. Ind.	Agris
Oakdale	CA	95361	1	09	M	X	2 or More	Agris

	Oakdale	CA 95361	1	09	M		White	Agris
	Oakdale	CA 95361	3	11	M	X	2 or More	Agris
	OAKDALE	CA 95361	3	11	F	X	2 or More	Agris
t	Oakdale	CA 95361	1	09	F		White	Agris
I	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	Delhi	CA 95315	1	09	M		White	Agris
	Oakdale	CA 95361	3	11	F	X	2 or More	Agris
	Oakdale	CA 95361	3	11	F		White	Agris
	Oakdale	CA 95631	1	09	F		White	Agris
	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	Oakdale	CA 95361	1	10	M		White	Agris
	Oakdale	CA 95361	1	09	M		White	Agris
	OAKDALE	CA 95361	3	11	F		White	Agris
:R								
	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	Oakdale	CA 95361	1	09	M		White	Agris
ı	Oakdale	CA 95361	1	09	F		Hawaiian/Pac Is.	Agris
	Oakdale	CA 95361	1	10	F		White	Ag M
	Escalon	CA 95361	1	09	M		White	Agris
et	Modesto	CA 95355	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	F	X	2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Ag M
	Oakdale	CA 95361	1	10	F	X	2 or More	Agris
	Oakdale	CA 95361	1	09	M		White	Ag M
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Riverbank	CA 95367	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	OAKDALE	CA 95361	4	12	M		White	Ag M
	Oakdale	CA 95361	1	09	F		White	Agris
	Oakdale	CA 95361	3	11	M	X	2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	M	X	2 or More	Agris
	OAKDALE	CA 95361	2	10	M		2 or More	Agris

Oakdale	CA 95361	1	09	F	X	2 or More	Agris
Oakdale	CA 95631	1	09	M	X	2 or More	Agris
Knights Ferry	CA 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	09	F	X	2 or More	Agris
OAKDALE	CA 95361	3	11	F		White	Agris
Oakdale	CA 95361	1	09	M	X	2 or More	Agris
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	Ca 95361	1	11	F	X	2 or More	O.H.
Oakdale	CA 95361	3	11	M		White	Ag M.
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	Ca 95361	1	09	F		White	Agris
Oakdale	Ca 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	10	F		White	Agris
Oakdale	Ca 95361	1	09	F		White	Agris
OAKDALE	CA 95361	2	10	F		2 or More	Agris
Oakdale	CA 95361	2	10	M		White	Ag M.
Oakdale	Ca 95361	1	09	M	X	2 or More	Agris
OAKDALE	CA 95361	2	10	M	X	2 or More	Agris
Oakdale	Ca 95361	1	09	M		White	Agris
Oakdale	CA 95361	2	12	F		White	Ag M.
Oakdale	CA 95361	2	10	M	X	White	Ag M.
Oakdale	Ca 95361	1	09	F		White	O.H.
Oakdale	CA 95361	3	11	F		White	O.H.
Oakdale	Ca 95361	1	09	F		White	Agris
OAKDALE	CA 95361	4	12	M		White	Ag M.
Oakdale	CA 95361	1	10	M		White	Agris
Oakdale	CA 95361	1	10	M	X	2 or More	Agris
OAKDALE	CA 95361	2	10	F		2 or More	Agris
Oakdale	Ca 95361	1	09	M		White	Agris
OAKDALE	CA 95361	2	10	M		2 or More	Agris
Oakdale	CA 95361	1	10	F		White	Agris
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	Ca 95361	1	09	M		Am. Ind,	Agris
Oakdale	Ca 95361	1	09	M		White	Agris
OAKDALE	CA 95361	3	11	F		White	Agris

l	Oakdale	CA 95361	6	14	M		White	Ag M.
e	Oakdale	CA 95361	1	09	M		White	Agris
	OAKDALE	CA 95361	3	12	F		White	O.H.
Ct	Oakdale	CA 95361	6	14	F		White	O.H.
E	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	OAKDALE	CA 95361	3	11	M		White	Ag M.
	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	M		White	Ag M.
ill	Oakdale	Ca 95361	1	09	F		White	Agris
E	OAKDALE	CA 95361	3	11	M		White	Ag M.
)R	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Oakdale	Ca 95361	1	09	F	X	2 or More	Agris
	Oakdale	Ca 95361	1	09	M		White	Agris
	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	Ca 85361	1	09	M	X	White	Ag M.
e	Oakdale	Ca 95361	1	09	F		White	Agris
	OAKDALE	CA 95361	4	12	F		White	O.H.
	OAKDALE	CA 95361	3	11	F		White	Ag M.
IO	OAKDALE	CA 95361	3	11	M		White	Agris
	OAKDALE	CA 95361	2	10	M		2 or More	Ag M.
D	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	Oakdale	Ca 95361	1	09	M		White	Agris
	CERES	CA 95307	2	10	F		2 or More	Agris
	OAKDALE	CA 95361	2	10	M		2 or More	Agris
	OAKDALE	CA 95361	3	11	F		White	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Oakdale	CA 95361	1	09	M	X	2 or More	Agris
D	OAKDALE	CA 95361	2	10	M	X	2 or More	Agris
	OAKDALE	CA 95361	3	11	F		Hawaiian/Pac Is.	Agris
	Oakdale	CA 95361	1	09	M		White	Agris
	Oakdale	CA 95361	1	10	M	X	2 or More	Agris
)r	Oakdale	CA 95361	1	09	F	X	2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	M		White	Agris
	Oakdale	CA 95361	1	09	F		2 or More	Agris
	OAKDALE	CA 95361	2	11	M		2 or More	Agris
	Oakdale	CA 95361	1	09	M		White	

							Agris
dale	CA 95361	1	09	M		White	Agris
KDALE	CA 95361	2	10	M		2 or More	Ag M.
KDALE	CA 95361	3	11	M	X	White	Agris
kdale	CA 95361	1	09	M		White	Ag M.
odesto	CA 95357	6	14	M		White	Ag M.
kdale	CA 95361	2	11	M		White	Ag M.
kdale	CA 95361	1	10	M		White	Agris
ikdale	CA 95361	1	09	M		White	Agris
akdale	CA 95361	1	09	F		White	Agris
akdale	CA 95361	2	12	M		White	Ag M.
akdale	CA 95361	1	09	M		Am. Ind.	Agris
akdale	CA 95361	1	09	F		White	Agris
AKDALE	CA 95361	3	11	M		White	Agris
AKDALE	CA 95361	4	12	F		White	Ag M.
ATERFORD	CA 95386	2	10	M		2 or More	Agris
AKDALE	CA 95361	4	12	F		White	Ag M.
AKDALE	CA 95361	2	10	F		2 or More	Ag M.
kdale	CA 95361	2	10	M		White	Ag M.
KDALE	CA 95361	4	12	F		White	Agris
cdale	CA 95361	1	09	M	X	2 or More	Agris
kdale	CA 95361	1	09	M	X	2 or More	Agris
ODESTO	CA 95355	3	11	F		White	Agris
AKDALE	CA 95361	3	11	F		White	O.H.
kdale	CA 95361	1	09	M		White	Ag M.
AKDALE	CA 95361	2	11	M		White	Agris
akdale	CA 95361	1	09	F		Am. Ind.	Agris
akdale	CA 95361	1	09	F		White	Agris
aterford	CA 95386	1	10	M		White	Ag M.
akdale	CA 95361	1	09	F		White	Agris
akdale	CA 95361	1	09	M	X	2 or More	Agris
AKDALE	CA 95361	2	10	M		2 or More	Ag M.
AKDALE	CA 95361	4	12	M		White	Ag M.
akdale	CA 95361	1	09	M	X	2 or More	Agris
AKDALE	CA 95361	2	10	F		2 or More	Agris
akdale	CA 95361	1	11	F		White	O.H.
akdale	CA 95361	1	09	M		White	Agris
akdale	CA 95361	1	09	F		White	

							Agris
cdale	CA 95361	1	11	F	X	2 or More	O.H.
erbank	CA 95367	4	12	M		White	Ag M.
KDALE	CA 95361	2	10	M		2 or More	Agris
KDALE	CA 95361	3	11	M		White	Agris
kdale	CA 95361	1	09	F		White	Agris
KDALE	CA 95361	2	10	F		2 or More	Agris
KDALE	CA 95361	2	10	F		2 or More	Agris
KDALE	CA 95361	2	10	F		2 or More	Agris
KDALE	CA 95361	2	10	M		2 or More	Agris
KDALE	CA 95361	2	10	M		2 or More	Agris
KDALE	CA 95361	3	11	M		White	Agris
KDALE	CA 95361	2	10	M		2 or More	Agris
dale	CA 95361	1	09	M	X	2 or More	Agris
lale	CA 95361	1	09	F		White	Agris
DALE	CA 95361	3	12	M	X	2 or More	Ag M.
ile	CA 95361	1	09	M	X	2 or More	Agris
DALE	CA 95361	2	10	M		2 or More	Ag M.
ile	CA 95361	1	10	M		White	Ag M.
DALE	CA 95361	2	10	F	X	2 or More	Agris
ile	CA 95361	1	09	F	X	2 or More	Agris
DALE	CA 95361	4	12	M		White	Ag M.
DALE	CA 95361	3	11	M		White	Agris
DALE	CA 95361	2	10	F		2 or More	Agris
le	CA 95361	5	13	M		White	Ag M.
le	CA 95361	1	09	F		White	O.H.
le	CA 95361	1	09	F	X	White	O.H.
le	CA 95361	1	09	M	X	2 or More	Agris
DALE	CA 95361	2	10	F		2 or More	Agris
le	CA 95361	1	09	F		White	Agris
DALE	CA 95361	3	11	M		White	Ag M.
e	CA 95361	1	09	M		White	Ag M.
e	CA 95361	1	10	M		White	Agris
e	CA 95361	1	09	F		White	Agris
ALE	CA 95361	3	11	M		White	Ag M.
ALE	CA 95361	2	11	M	X	2 or More	Agris
le	CA 95361	1	09	M		White	Ag M.

:	Oakdale	CA 95361	1	09	M	X	2 or More	Agris
ay	Oakdale	CA 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	09	M		White	Agris
	OAKDALE	CA 95361	3	11	F		White	Agris
W	HICKMAN	CA 95323	2	10	M		2 or More	Agris
	OAKDALE	CA 95351	3	11	F		White	Agris
	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	11	M		White	Ag M.
ST	OAKDALE	CA 95361	3	12	M		White	Ag M.
ve	Riverbank	CA 95367	1	09	F	X	2 or More	Agris
ve	Oakdale	CA 95361	1	09	F		White	Agris
:	Oakdale	CA 95361	1	09	M		White	Agris
)	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	OAKDALE	CA 95361	4	12	F		White	O.H.
	Oakdale	CA 95361	6	14	M		White	Ag B Mgt
	OAKDALE	CA 95361	2	10	M		White	Agris
	OAKDALE	CA 95361	3	11	F		White	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	OAKDALE	CA 95361	3	11	M		White	Agris
	Oakdale	Ca 95361	1	09	F		White	Agris
e	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	Ca 95361	1	09	M		White	Agris
	OAKDALE	CA 95361	4	12	M		White	Ag M.
)	OAKDALE	CA 95361	2	10	F		2 or More	Agris
	Oakdale	Ca 95361	1	09	F		White	Agris
	Riverbank	Ca 95361	1	09	M	X	2 or More	Agris
	Oakdale	CA 95361	1	09	F		White	Agris
	Oakdale	CA 95361	1	10	M		White	Agris
T	OAKDALE	CA 95361	3	11	M		White	Ag M.
	Oakdale	CA 95361	1	09	M	X	2 or More	Agris
	OAKDALE	CA 95361	2	10	F		2 or More	Agris
:	Oakdale	Ca 95361	1	09	F		White	Agris
	Oakdale	CA 95361	5	13	M		White	Ag M.
	Oakdale	CA 95361	1	09	M		White	Ag M.
	Oakdale	CA 95361	6	14	M		White	Ag B Mgt
	Oakdale	Ca 95361	1	09	M	X	2 or More	

							Agris
Oakdale	CA 95361	1	10	F	X	2 or More	O.H.
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	11	F	X	2 or More	O.H.
OAKDALE	CA 95361	3	11	F		White	Agris
WATERFORD	CA 95386	2	10	F	X	2 or More	Agris
Oakdale	CA 95361	1	09	F		White	Agris
OAKDALE	CA 95361	2	10	M		2 or More	Agris
Escalon	Ca 95320	1	09	F		White	Agris
Oakdale	CA 95361	1	11	F	X	2 or More	O.H.
OAKDALE	CA 95361	3	11	F		Black	Agris
Oakdale	Ca 95361	1	09	M		White	Agris
OAKDALE	CA 95361	2	10	M	X	2 or More	Agris
Oakdale	Ca 95361	1	09	F		White	Agris
Oakdale	Ca 95361	1	09	M	X	2 or More	Agris
Oakdale	Ca 95361	1	09	F	X	2 or More	Agris
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	10	M		White	Agris
Oakdale	CA 95361	1	09	M		White	Agris
Oakdale	CA 95361	7	15	F		White	O.H.
Oakdale	CA 95361	5	13	F		White	O.H.
Oakdale	CA 95361	1	10	F		White	Agris
OAKDALE	CA 95361	2	10	F		2 or More	Agris
Oakdale	CA 95361	1	10	M		Black	Agris
Oakdale	CA 95361	1	09	F	X	2 or More	Agris
OAKDALE	CA 95361	4	12	M		White	Ag M.
Oakdale	CA 95361	1	10	M		White	Agris
Oakdale	CA 95361	1	09	F	X	2 or More	Agris
Oakdale	CA 95361	1	11	F	X	2 or More	O.H.
Oakdale	CA 95361	1	09	M		White	Agris
Oakdale	CA 95361	1	09	M		White	Agris
Oakdale	CA 95361	1	09	F	X	2 or More	O.H.
Oakdale	CA 95361	1	09	F	X	2 or More	Agris
Oakdale	CA 95361	1	09	M	X	2 or More	Agris
OAKDALE	CA 95361	3	11	F		White	Agris
Oakdale	CA 95361	1	09	F		White	Agris
Oakdale	CA 95361	1	09	F		White	Agris
OAKDALE	CA 95361	2	10	M	X	2 or More	

							Agris
ıKDALE	CA 95361	2	10	F	X	2 or More	Agris
\KDALE	CA 95361	2	10	F		2 or More	Agris
^KDALE	CA 95361	2	10	F		2 or More	Agris
akdale	CA 95361	1	09	M		White	Agris
AKDALE	CA 95361	2	11	M		2 or More	Agris
)AKDALE	CA 95361	3	11	F	X	White	Agris
)AKDALE	CA 95361	3	11	F		White	Agris
)AKDALE	CA 95361	3	11	F		White	Agris
)akdale	CA 95361	1	09	M	X	2 or More	Agris
)AKDALE	CA 95361	4	12	F		White	Agris
)akdale	CA 95361	1	10	M		White	Agris
)akdale	CA 95361	1	10	M		Am. Ind.	Agris
)AKDALE	CA 95361	2	10	F		2 or More	Agris
ıkdale	CA 95361	1	09	M	X	2 or More	Agris
akdale	CA 95361	1	09	F		White	Agris
'akdale	CA 95361	1	12	F	X	2 or More	O.H.
\KDALE	CA 95361	2	10	F		2 or More	Agris
^KDALE	CA 95361	2	10	M	X	2 or More	Agris
verbank	CA 95367	1	09	F		White	Agris
aterford	CA 95386	1	09	F		White	Agris
'ATERFORD	CA 95386	2	10	F		2 or More	Agris
AKDALE	CA 95361	2	10	F		2 or More	Agris
akdale	CA 95361	1	12	F		White	Agris
)AKDALE	CA 95361	3	11	M		2 or More	Agris
Modesto	CA 95357	4	12	M		White	Ag M.
)AKDALE	CA 95361	3	11	M		White	Agris
)akdale	CA 95361	1	09	F	X	2 or More	Agris
)AKDALE	CA 95361	3	11	M		White	Ag M.
)AKDALE	CA 95361	3	11	F	X	White	Agris
)akdale	CA 95361	1	10	M		White	Ag M.
)akdale	CA 95361	1	11	F		White	O.H.
)akdale	CA 95361	1	09	F		White	Agris
)AKDALE	CA 95361	2	10	F		2 or More	Agris
Knights Ferry	CA 95361	1	09	F		2 or More	Agris
Oakdale	CA 95361	1	09	M		Hawaiian/Pac Is.	Agris

	CA 95361	1	09	M	X	2 or More	Agris
	CA 95361	1	09	F	X	2 or More	Agris
	CA 95361	1	09	M		White	Agris
	CA 95361	1	09	F		White	Agris
	CA 95361	1	10	F		White	Ag M.
	CA 95361	1	12	F		White	O.H.
	CA 95361	5	13	F		White	Ag B Mgt
	CA 95361	6	14	F		White	O.H.
ALE	Ca 95361	2	10	F	X	White	Agris
	CA 95361	1	09	M		White	Agris
ALE	CA 95361	2	10	F	X	2 or More	Agris
	CA 95361	1	09	M	X	2 or More	O.H.
	CA 95361	1	09	F		White	Agris
ALE	CA 95361	2	10	M		2 or More	Agris
	CA 95361	1	09	M		White	Agris
ALE	CA 95361	3	11	F		White	Agris
	CA 95361	1	09	F		White	Agris
	CA 95361	1	09	M	X	2 or More	Agris
	CA 95320	1	09	M		Black	Agris
	CA 95361	1	09	M	X	2 or More	Agris
LE	CA 95361	3	11	F		Hawaiian/Pac Is.	Agris
k	CA 95367	1	09	F	X	2 or More	Agris
LE	CA 95361	3	11	M		White	Agris
	CA 95361	1	09	F		White	Agris
LE	CA 95361	3	11	M		White	Agris
LE	CA 95361	2	10	F		2 or More	Agris
LE	CA 95361	3	12	M	X	2 or More	Ag M.
	CA 95361	1	09	F		White	Agris
	CA 95361	1	10	M		2 or More	Agris
	CA 95361	1	09	M		White	Agris
LE	CA 95361	2	12	F		2 or More	Plant Sci.
	CA 95361	1	09	M		White	Agris
	CA 95361	1	09	F		Hawaiian/Pac Is.	Agris
	CA 95361	1	09	F		White	Agris
ALE	CA 95361	2	10	M		2 or More	Agris

.KDALE	CA 95361	4	12	F		White	Agris
kdale	CA 95361	1	09	F		White	Agris
ıKDALE	CA 95361	2	10	F		2 or More	Agris
ıKDALE	CA 95361	2	10	M		2 or More	Agris
nora	Ca 95370	3	12	F		2 or More	Agris
ıkdale	CA 95361	1	10	M		White	O.H.
AKDALE	CA 95361	2	11	M	X	2 or More	Ag M
ıkdale	CA 95361	1	09	M		White	Agris
ıkdale	CA 95361	1	09	M		White	Agris
AKDALE	CA 95361	2	10	M		2 or More	Agris
AKDALE	CA 95361	2	10	M		2 or More	Agris

E

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

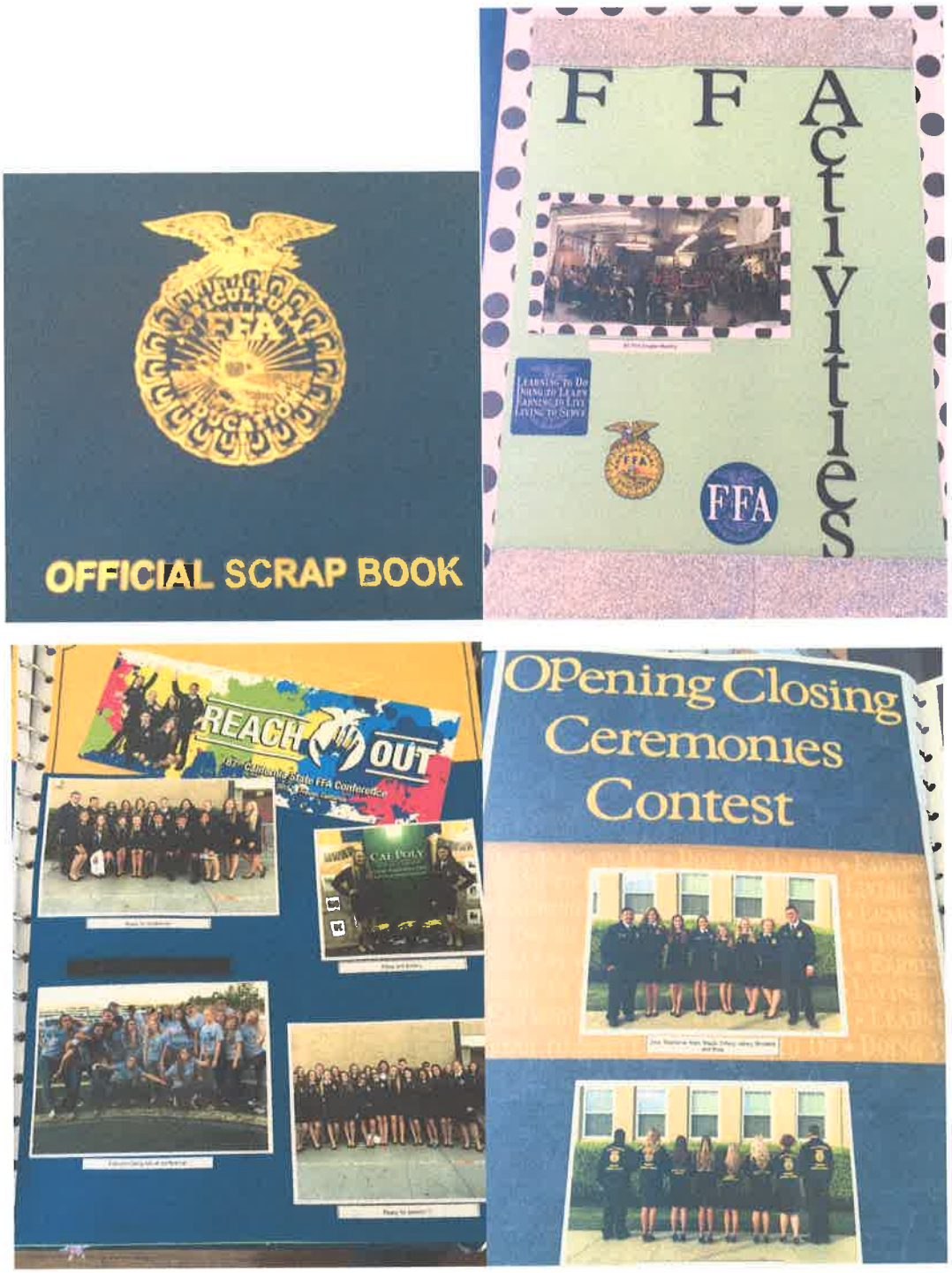
Criteria 2e **Year** 14-15 **School** Oakdale High School

Must meet at least 12 areas

LEADERSHIP ACTIVITY	YES	NO
Attended State Leadership Conference	x	
Attended Regional Meeting	x	
Attended Regional Leadership Conference	x	
Attended Greenhand Conference	x	
Attended Made for Excellence Conference	x	
Attended Advanced Leadership Academy	x	
Attended Sacramento Experience	x	
Participated in Opening-Closing Contest - Sectional	x	
Participated in Best Informed Contest - Sectional	x	
Participated in Parliamentary Pro Contests - Sectional		
Participated in Prepared Public Speaking - Sectional	x	
Participated in Extemporaneous Speaking - Sectional	x	
Participated in Creed Recitation - Sectional	x	
Participated in Job Interview Contest - Sectional	x	
Participated in Agricultural COOP Quiz Contest - Sectional		
Submitted State FFA Degree Application	x	
Submitted American FFA Degree Application	x	
Submitted Proficiency Application - Sectional or Regional	x	
Submitted Chapter Award Application - Sectional or Regional	x	
Participated in Project Competition - Sectional	x	
Participated in any FFA Judging Activity (other than above)	x	
Participated in any other FFA Sectional Activity	x	
Participated in Local Leadership Activities (3 maximum - list below)	x	
Stanislaus County Fair	x	
Local Project Competition	x	
TOTAL AREAS MET	23	

F

Oakdale High School FFA Scrapbook 2014-2015



Quality Criteria 3 – Practical Application of Agricultural Skills

Oakdale High School strives to implement the "Learn by Doing" approach as much as they possibly can. With the addition of three new courses over the past few years we are able to implement this action even more. Our Ornamental Horticulture class was added two years ago and the complete overhaul of the Greenhouse and the addition of a shade structure and garden beds have helped get these students hands get dirty. Our agriculture mechanics facility has also currently gotten a facelift. All machinery has been gone over and new equipment has been added with the gifting of grant monies. Then finally the floral design class has a small floral cooler and with the grant money a walk in cooler has been added. Another big addition has been the building of a 26 acre school farm. Our agriculture advisory committee has been working diligently to get this farm up and running. It is off school grounds but will have 13 acres of almond trees, three barns and a show arena. This will be extremely beneficial to our program and allow us to not only teach more hands on activities in our classes, but also assist with the growth and interest in our SAE projects. Students who live in town will now have the opportunity to either show an animal at the fair or help work on the farm.

Teaching Intro to Agriculture Technology to freshmen and The Introduction to Agriculture Skills also a freshmen class, we focus on the introduction of Supervised Agriculture Experience projects. We require them to start a record book and also complete an SAE project stating what their plans will be along with their career plans. We also emphasize the importance of updating their record books throughout all 4 years of agriculture classes as it is

10% of their grade in each class. We also encourage all freshmen and other student's, sophomores through seniors, to compete in our local project competition, where they showcase their SAE projects to local judges such as administration, teachers or community members. We then choose the top 10 to compete in the Stanislaus/Tuolumne Sectional Project Competition put on by Modesto Junior College. This allows us to see what projects our students are involved in and some we visit their homes and evaluate their SAE projects in their own home environment.

With over 366 FFA members in the Oakdale FFA it is impossible to visit each member each year at their home or SAE site, but we try our best and we spend a lot of time in the spring visiting those with animals for the local fair. We are also able to allow a lot of students SAE to be conducted in the Agriculture mechanics shop, greenhouse and floral lab which allows us to observe their programs in the process. The addition of the school farm will add even more students involved in SAE and allow us to observe and help these students grow and expand their projects. To be able to visit these projects at student's homes and work sites we have two five seat pickup trucks. Also with the addition of the CRAECPT grant we have ordered another pickup and an 8 passenger van. We also have a gooseneck livestock trailer to be able to haul animals or equipment to the fair or a student's project location. We are also available to rent vehicles through the district and can get reimbursed for use of our own vehicles if needed. The district and agriculture department vehicles are all maintained through the district transportation department and is billed to the agriculture incentive grant.

Supporting Completion Materials

Item A – Oakdale High School Department Policies and Class Expectations from the district Trailblazer.

Item B – Copies of Career Data Sheets

Item C – List of State Degree Recipients

Item D – SAE Supervision Forms

Item E – Description of Facilities and Major Equipment Including Vehicles

A

K. School and/or Department policies:

Student eligibility: The students of Oakdale FFA are responsible to keep good grades in order to participate in FFA activities that are out of the class. Oakdale High School policy states that students must maintain a 2.0 in order to participate in after school activities. A student is also not able to have more then one F grade to participate. All guidelines are list in the student's daily planners.

Leadership Development: Leadership is taught in all areas of the Oakdale agriculture department. Ag. Mechanics and floral utilizes weekly group leaders in order to keep the classes clean and running smoothly. FFA Leadership is also taught in the agriculture science and economic classes.

SAE Integration: FFA Record books are taught in the agriculture classes. Within the record books, students are required to keep track of their SAE's.

A

OAKDALE HIGH SCHOOL
AGRICULTURE DEPARTMENT
CLASS EXPECTATIONS

I. Classroom Management:

A. Seating will be assigned by the instructor with changes made only to improve the learning environment.

B. Each student is to have a three ring binder, paper, and pencil in class daily. Failure to apply will result in a detention.

C. Students are to be in the room ready for class when the tardy bell rings.

D. Students are expected to be courteous to classmates and instructors and to respect the rights and property of others at all times. No food, drink, seeds, hats or tobacco in the classroom or shop areas.

E. Safety glasses must be worn in the shop/lab areas at all times. Safety rules apply to all shop/lab working areas.

II. Citizenship-deportment Grade:

A. All students must follow the "Student Expectations and Standards" found in the current Oakdale High School Student/Parent Guide. These rules must be followed in the classroom, shop areas, on field trips, and all other activities involving the FFA/Vo. Ag. program.

B. Quarterly citizenship --deportment grades will be lowered for:

1. Not following the "Student Expectations and Standards" of the Oakdale High School.
2. Willful destruction or theft of school or student property.
3. Disrespectful behavior or willful disobedience.
4. Unexcused tardies
5. Truancies

III. Academic Grade Criteria

A. Every student is expected to become involved in the agriculture FFA activity program and/or school and community activities outside the class. The organization and activities are an integral part of the Vo. Ag. program and will count at least 10 percent of the student's semester grade. Active participation means at least five approved activities per semester from the leadership and skills activities offered. These activities must be recorded in the Vo. Ag. record book. Ag. shop students are encouraged to enter at least one project in the county fair, and this will count as one of the required activities.

B. All students will have and maintain an Agriculture class(es) Portfolio. This Portfolio will include: 1; introduction, 2; career development package, 3; research paper, and 5; a completed SPE (Supervised Practical Experience) evaluation form.

C. The Vo. Ag record book and Ag experience programs (projects) are required of all agriculture students and will also count at least 10 percent of the semester grade. Projects may include one or more of the following: paid work experience, unpaid work experience, Ag mechanics shop projects, ownership

livestock or crop projects. The completeness, neatness and accuracy of the book, the scope and quality, the hours and levels of the responsibility will all determine this part of the student's class grade. The instructor will make home project visits to assist students with Ag. experience program plans.

D. Test and Quizzes will be given on each unit of instruction. Handouts and worksheets along with your participation in class discussions and activities will make up a major part of your academic grade.

E. Students are expected to attend class and participate daily. Board policy requires students with 7 or more unexcused days absent must pass the semester final to receive unit credits.

F. The make-up of missed work is the responsibility of the student. The student is responsible to ask the instructor before or after class, or school what assignment(s) or test(s) were missed. All make-up work and tests must be completed within five days of the student's return to school. If a student fails to make up an assignment or test by the designated time, then an "F" grade shall be his/her resulting grade. No make-up is allowed for tests or work missed due unexcused tardies or truancies.

G. Not all learning takes place within the walls of the classroom, shop area, or during the regular school day. Student reports or papers and other educational activities which have been approved by the instructor may earn extra credit points. The instructor will determine when extra credit is to be turned in.

H. Grading will be: 90-100% = A, 80-89% = B, 70-79% = C, 69-60% = D, below 60% = F.

I. Participation in agriculture classes both in the classroom and out will be considered an important part of your grade.

IV. Homework policy statement

The agriculture experience project program and FFA leadership/or community activities involve many hours outside the school day and make up a major part of the academic grade. For this reason, the hours and activities recorded in the student Ag record book are considered a part of the students' homework assignments. Additional homework assignments may be given in class or shop as the individual units of study may require.

Record book due dates:

First Quarter:
Second Quarter & First Semester:
Third Quarter:
Fourth Quarter & Second Semester:

I have read the class expectations
Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Note: Include this paper in the front of your classroom notebook.

AGRICULTURAL EDUCATION - UDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Hicks (Last) Donna (First) J (MI)

B. Gender: (Circle One) Male (Female)

C. Date: 9/5/15 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 (3) 4

E. Grade Level In School: (Circle One) 9 10 (11) 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
X Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 570 CRANE RD

Phone Number: 209-602-6106

Parent/Guardian Name (Print Full Name For Each)

(Mr) Justin Hicks
Miss
(Mrs) Stephanie Hicks
Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Ag teacher

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____
2. Go to College _____
   Community College _____
   Four Year College X
   Full-Time Student _____
   Part-Time Student _____
   Agriculture Major X
   Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 7/95

8

Barros, Derrick

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

Supervised Agricultural Experience Plan (Project program should be related to career goal).

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
S.A.E	Size	S.A.E	Size	S.A.E	Size	S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR SOPHOMORE YEAR JUNIOR YEAR SENIOR YEAR

STUDENT CAREER DATA SHEET

A. Name Barrs Tavin
Last Name First Name, MI

B. Gender: Male ____ Female X

C. Date: 6/4/2016

D. Year in Agriculture Program: 1 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 9 (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)
- ____ Plant & Soil Science (4010)
- ____ Animal Science (4020)
- ____ Agricultural Mechanics (4030)
- ____ Agricultural Business (4040)
- ____ Ornamental Horticulture (4050)
- ____ Forestry & Natural Resources (4060)
- X Agriscience (4070)

G. I Am Taking This Course Because: (Select One)
- ____ I plan a career in agriculture
- ____ Not a career, just an interest in agriculture.
- ____ Not interested, placed in class.

H. Hispanic: Yes____ No X

Race: (Select Only One)
- X White
- ____ Asian
- ____ Asian Indian
- ____ Cambodian
- ____ Chinese
- ____ Hmong
- ____ Japanese
- ____ Korean
- ____ Laotian
- ____ Vietnamese
- ____ Black
- ____ Americian Indian
- ____ Native Hawian/Paccific Islander
- ____ Filipino
- ____ Guamanian
- ____ Samoan
- ____ Tahitian
- ____ 2 or More

I. Locator Data:
Street Address: 5101 Mesa Drive, Oakdale, CA 95361
Phone Number:
Parent/Guardian Name (Print Full Name For Each)
Mr.
Miss/Mrs./Ms.
Email:

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time ____
   No Further Education ____
   Some College Later ____
2. Go to College ____
   Community College ____
   Four Year College ____
   Full-Time Student ____
   Part-Time Student ____
   Agriculture Major ____
   Non-Agriculture Major ____
3. Go Into Military Service ____

Plan Updated: 2015-10-14
Student Number: 1290620

Barry , Tavin

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

FRESHMAN YEAR Course	SOPHOMORE YEAR Course	JUNIOR YEAR Course	SENIOR YEAR Course

Supervised Agricultural Experience Plan (Project program should be related to career goal)

FRESHMAN YEAR S.A.E	Size	SOPHOMORE YEAR S.A.E	Size	JUNIOR YEAR S.A.E	Size	SENIOR YEAR S.A.E	Size

Planned Department Activity (FFA)

FRESHMAN YEAR SOPHOMORE YEAR JUNIOR YEAR SENIOR YEAR

STUDENT CAREER DATA SHEET

A. Name Barton (Last Name) Paige (First Name, MI)

B. Gender: Male ____ Female X

C. Date: 6/4/2016

D. Year in Agriculture Program: 1 (1st, 2nd, 3rd, 4th)

E. Grade Level in School: 12 (9, 10, 11, 12)

F. Program of Instruction Being Pursued: (Select Only One)

- ____ Plant & Soil Science (4010)
- ____ Animal Science (4020)
- ____ Agricultural Mechanics (4030)
- ____ Agricultural Business (4040)
- X Ornamental Horticulture (4050)
- ____ Forestry & Natural Resources (4060)
- ____ Agriscience (4070)

G. I Am Taking This Course Because: (Select One)

- ____ I plan a career in agriculture
- ____ Not a career, just an interest in agriculture.
- ____ Not interested, placed in class.

H. Hispanic: Yes____ No X

Race: (Select Only One)

- X White
- ____ Asian
- ____ Asian Indian
- ____ Cambodian
- ____ Chinese
- ____ Hmong
- ____ Japanese
- ____ Korean
- ____ Laotian
- ____ Vietnamese
- ____ Black
- ____ American Indian
- ____ Native Hawian/Paccific Islander
- ____ Filipino
- ____ Guamanian
- ____ Samoan
- ____ Tahitian
- ____ 2 or More

I. Locator Data:

Street Address: 15261 Orange Blossom, Oakdale, CA 95361

Phone Number:

Parent/Guardian Name (Print Full Name For Each)

Mr.

Miss/Mrs./Ms.

Email:

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full - Time ____
   - No Further Education ____
   - Some College Later ____
2. Go to College ____
   - Community College ____
   - Four Year College ____
   - Full-Time Student ____
   - Part-Time Student ____
   - Agriculture Major ____
   - Non-Agriculture Major ____
3. Go Into Military Service ____

Plan Updated: 2015-10-14

Student Number: 1300793

Barton , Paige

Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently taking, and planned to be taken in the future.

Select 2015 State Degree Applicants

CA0162 Oakdale
Oakdale HS
739 West "G" St.
Oakdale, CA 95361

The list below shows posted members with 3 or more years of agriculture education. Click Here to display the entire roster.

Check members that are eligible and are submitting a state degree application. Enter your name in the box at the bottom of the page and click on Submit. Print the next page and submit with your state degree applications.

	FFA #	Last Name	First Name	Address	Year	Grade	Program	App*
☐	600902941	AGUILAR	KRISTIN	2210 MUSTANG DR, OAKDALE, CA 95361	3	11	Agriscience	View
☑	6009029				3	11	Ag Mech.	View
☐	6005627			CA 95361	4	12	O.H.	View
☐	6009029				3	11	Ag Mech.	View
☐	6005628			CA 95361	4	12	Ag Mech.	View
☐	60090295				3	11	Agriscience	View
☑	60056280			, CA 95361	3	11	Agriscience	View
☐	60090295			CA 95361	3	11	Agriscience	View
☐	60090295				3	11	Agriscience	View
☑	60090295			LE, CA 95361	3	11	Agriscience	View
☐	60056281			361	4	12	Ag Mech.	View
☐	600902968				3	11	Agriscience	View
☐	600903464				3	11	Agriscience	View
☐	600903466				3	11	Ag Mech.	View
☑	600903476				3	11	O.H.	View
☐	600562832			E, CA 95361	4	12	Ag Mech.	View
☐	600903481			KDALE, CA 95361	3	11	Agriscience	View
☐	553586201				6	14	Ag Mech.	View
☐	600903482				3	12	O.H.	View
☐	553586204			61	6	14	O.H.	View
☑	600903484			61	3	11	Ag Mech.	View
☑	600903487			A 95361	3	11	Ag Mech.	View
☑	600562856				4	12	O.H.	View
☑	600903491			95361	3	11	Ag Mech.	View
☐	60090349			, CA 95361	3	11	Agriscience	View
☑	60090349			95361	3	11	Agriscience	View
☐	600562860			CA 95361	3	11	Agriscience	View
☐	60090350			5361	3	11	Agriscience	View
☐	55358621				6	14	Ag Mech.	View
☑	60056289			CA 95361	3	11	Agriscience	View
☐	60056289			CA 95361	4	12	Ag Mech.	View
☐	60056289			E, CA 95361	4	12	Ag Mech.	View
☐	60056289			E, CA 95361	4	12	Agriscience	View
☐	60090352			O, CA 95355	3	11	Agriscience	View

☑ 60090352	5361	3	11 O.H.	View
☐ 60056290	CA 95361	4	12 Ag Mech.	View
☐ 60051962	367	4	12 Ag Mech.	View
☐ 60090352	5361	3	11 Agriscience	View
☑ 60090352	CA 95361	3	11 Agriscience	View
☐ 60090297	A 95361	3	12 Ag Mech.	View
☐ 60090297		4	12 Ag Mech.	View
☐ 60090298	CA 95361	3	11 Agriscience	View
☑ 60090298	, CA 95361	3	11 Ag Mech.	View
☑ 60090298	5361	3	11 Ag Mech.	View
☑ 60090299	361	3	11 Agriscience	View
☑ 60056293		3	11 Agriscience	View
☑ 60090299	95361	3	12 Ag Mech.	View
☐ 60056293	A 95361	4	12 O.H.	View
☐ 55358625		6	14 Ag Bus Mgt	View
☐ 600902998	, CA 95361	3	11 Agriscience	View
☐ 600903006	61	3	11 Agriscience	View
☐ 600562946	51	4	12 Ag Mech.	View
☐ 600903002	CA 95361	3	11 Ag Mech.	View
☐ 600081427		5	13 Ag Mech.	View
☐ 553586261		6	14 Ag Bus Mgt	View
☐ 600903538		3	11 Agriscience	View
☐ 600903541	A 95361	3	11 Agriscience	View
☑ 553346492		7	15 O.H.	View
☐ 600562977	361	4	12 Ag Mech.	View
☑ 600903553	95361	3	11 Agriscience	View
☑ 600903561	61	3	11 Agriscience	View
☑ 600562985	CA 95361	3	11 Agriscience	View
☑ 600903562	, OAKDALE,	3	11 Agriscience	View
☐ 600562986	95361	4	12 Agriscience	View
☐ 600903570	A 95361	3	11 Agriscience	View
☐ 600519619		4	12 Ag Mech.	View
☐ 600903571	A 95361	3	11 Agriscience	View
☐ 600903572	95361	3	11 Ag Mech.	View
☐ 600903575	51	3	11 Agriscience	View
☐ 553586290	361	6	14 O.H.	View
☑ 600563011	LE, CA 95361	3	11 Agriscience	View
☐ 600903582	A 95361	3	11 Agriscience	View
☑ 600903583	DALE, CA 95361	3	11 Agriscience	View
☑ 600903586	KDALE, CA	3	11 Agriscience	View
☐ 600563019	51	3	12 Ag Mech.	View
☐ 600563029	361	4	12 Agriscience	View
☑ 601038143	0	3	12 Agriscience	View

I ☐ ible and have completed all the requirements s completed a State FFA Degree application.

D

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: [redacted] Date: 5/28/16

Travel (miles) 2 miles Time: 2:30 pm to 3:15 pm

Description and observation of current SAE program:
[redacted] was showing pig for the Stanislaus county fair

Suggestions, comments and instruction offered to student:
Add supplements we discussed, work on pushing pig and being able to walk her for longer periods.

Future needs, education, support and/or follow-up:
make sure record book is up to date

Condition of records: ☒ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☒ yes ☐ no

Name(s): [redacted]

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: [redacted]

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: [redacted] Date: 5/20/16

Travel (miles) 1 mile Time: 3:15 pm to 3:45

Description and observation of current SAE program:
[redacted] has 1 market hog, facilities look great.

Suggestions, comments and instruction offered to student:
[redacted] needs to work with his pig a lot more, have more control.

Future needs, education, support and/or follow-up:
work on record book and make sure you have practiced with her more before next visit.

Condition of records: ☒ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☒ no

Name(s): _____

Other Notes:

_____

_____

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: KMendoza

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: [redacted] Date: 5/29/16

Travel (miles) 6 miles Time: 4:00 to 4:30

Description and observation of current SAE program:
[redacted] has a market Hog for the Stanislaus county fair.

Suggestions, comments and instruction offered to student:
Pig look great and is gaining well, Purchase the reccomended supplements and practice with your pig more.

Future needs, education, support and/or follow-up:
Record book up to date

Condition of records: ☐ Excellent ☒ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☐ no

Name(s): _____

Other Notes:

_____

_____

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: P Mendonca

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: [redacted] Date: 5/20/16

Travel (miles) 10 miles Time: 4:45 pm to 5:15pm

Description and observation of current SAE program:
I market hog for the Star Blue County Fair

Suggestions, comments and instruction offered to student:
needs to clean her pen and work with her pig more. Pig is gaining good.

Future needs, education, support and/or follow-up:
check on grades and summer school schedule.

Condition of records: ☐ Excellent ☒ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☒ no

Name(s):

Other Notes:

Signatures:

Student:

☐ Parent/Guardian: ☐ Employer:

Instructor: R Mendoza

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: [redacted] Date: 5/20/16

Travel (miles) 23 miles Time: 6:00pm to 6:30pm

Description and observation of current SAE program:
I market Hog for the Stanislaus county fair.

Suggestions, comments and instruction offered to student:
pen is dirty. Hang feeder put more shavings in pen. Wash pig more.

Future needs, education, support and/or follow-up:
next time I come I want to see these things fixed.

Condition of records: ☐ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☒ yes ☐ no

Name(s): [redacted]

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: Arredondo

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: Karlyn Wilkinson Date: 5/28/19

Travel (miles) 10 miles Time: 4:45 pm to 5:15 pm

Description and observation of current SAE program:
I market hog for the Stair Blaw County Fair

Suggestions, comments and instruction offered to student:
needs to clean her pen and work with her pig more. Pig is gaining good.

Future needs, education, support and/or follow-up:
check on grades and summer school schedule.

Condition of records: ☐ Excellent ☒ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☒ no

Name(s): _____

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: R Mendoza

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: Shaun Arellano Date: 5/20/16

Travel (miles) 23 miles Time: 6:00pm to 6:30pm

Description and observation of current SAE program:
I market Hog for the Stanislaus county fair.

Suggestions, comments and instruction offered to student:
pen is dirty. Hang feeder put more shavings in pen. Wash water pig more.

Future needs, education, support and/or follow-up:
next time I come I want to see these things fixed.

Condition of records: ☐ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☒ yes ☐ no

Name(s): Hope Arellano

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: Arredondo

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: Ciera Pelkey Date: 5/25/16

Travel (miles) 6 miles Time: 4:00 to 4:30

Description and observation of current SAE program:
Ciera has a market Hog for the Stanislaus county fair.

Suggestions, comments and instruction offered to student:
Pig looks great and is gaining well, Purchase the reccomended supplements and practice with your pig more.

Future needs, education, support and/or follow-up:
Record book up to Date

Condition of records: ☐ Excellent ☒ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☐ no

Name(s): _____

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: K Mendonca

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: Dayton Williams Date: 5/25/16

Travel (miles) 1 mile Time: 3:15 pm to 3:45

Description and observation of current SAE program:
Dayton has 1 market hog. Facilities look great.

Suggestions, comments and instruction offered to student:
Dayton needs to work with his pig a lot more, have more control.

Future needs, education, support and/or follow-up:
work on record book and make sure you have practiced with her more before next visit.

Condition of records: ☒ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☐ yes ☒ no

Name(s): _____

Other Notes:

_____

_____

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: RMendoza

FORM

SAE PROGRAM SUPERVISION RECORD

Student name: Mason Hicks Date: 5/26/16

Travel (miles) 2 miles Time: 2:30 pm to 3:15 pm

Description and observation of current SAE program:
Mason has 1 market hog for the Stanislaus county fair

Suggestions, comments and instruction offered to student:
Add supplements we discussed work on pushing pig and being able to walk her for longer periods.

Future needs, education, support and/or follow-up:
make sure record book is up to date

Condition of records: ☒ Excellent ☐ Good ☐ Poor

Discussed program with parent(s)/guardian(s) or employer during visit: ☒ yes ☐ no

Name(s): Stephanie Hicks

Other Notes:

Signatures:

Student: _____

☐ Parent/Guardian: ☐ Employer: _____

Instructor: JMendoza

E

G. Description of Facilities and Major Equipment

Facilities

- Agriculture Classroom
- Computer Lab/Office
- Class/FFA Storage Room
- Boy's & Girl's restroom
- Agriculture Mechanics Shop
  - Cleanup area
  - Lumber Storage
  - Outside covered work area
  - Steel Storage area
  - Storage shed
- Greenhouse
  - Storage Shed
- Garage
- Laboratory pen facility with chute

Equipment

- 1985 Chevy Truck
- 2002 Ford Truck
- 1995 Featherlite 20' Stock Trailer
- Small Animal Scale
- Ag. Shop Equipment
- Ag. Science Equipment
- Livestock Showing Equipment
- Four Storage Facilities
- Floral refrigerator
- 10 Computers
- Three Televisions
- Two VCR Players
- One 150 egg incubator
- Scanner
- Digital Camera
- Two Printers
- FFA Show Equipment
- Smart Board

E

3/27/15

NEW FORD TRANSIT 12 PASSENGER WAGON

PRICING BASED UPON COST +/- 10% FOR OPTIONS / CHANGES
STATE OF CALIFORNIA CONTRACT #1-14-23-23A

SACRAMENTO	$26,418.00
LOS ANGELES	$26,618.00

MAJOR STANDARD EQUIPMENT:
REAR WHEEL DRIVE, 148" WHEELBASE, 8600# GVW, 3.7 FFV-V6 ENGINE, 6-SPEED AUTO TRANS, AM/FM, POWER LOCKS, POWER WINDOWS, TILT WHEEL

AVAILABLE OPTIONS	**PRICE**	√
CHANGE TO MEDIUM ROOF (X2C)	2214.00	
CHANGE TO HIGH ROOF (X2X)	3992.00	
CHANGE TO DUAL REAR WHEEL (U4X) (HIGH ROOF ONLY, INCLUDES ECOBOOST)	6998.00	
CHANGE TO 8 PASSENGER 130" WB (K1Z)	(3032.00)	
CHANGE TO 10 PASSENGER 130: WB (K1Z + 761)	(2553.00)	
3.2L DIESEL ENGINE (99V)	5622.00	
3.5L ECOBOOST (INCLUDED W/DRW) (996)	1749.00	
AM/FM/CD/SYNC (FORD BLUETOOTH) (58X)	844.00	
BACK UP ALARM (43B)	118.00	
BLUETOOTH (DEALER INSTALLED)	495.00	
CLOTH POWER DRIVERS SEAT (21F)	446.00	
CNG/LPG PREP PACKAGE (3.7L ONLY) (98C)	295.00	
CRUISE CONTROL (60C)	305.00	
DAYTIME RUNNING LIGHTS (942)	42.00	
DUAL BATTERIES (63E)	278.00	
FRONT AND REAR AIR CONDITIONING	807.00	
HEAVY DUTY TRAILER PACKAGE (53B)	438.00	
EXTRA KEY	295.00	
MANUAL, PARTS	279.00	
MANUAL, SHOP	294.00	
NAVIGATION/AM/FM/SYNC (584)	1924.00	
POWER HEATED LONG ARM MIRRORS W/TURN SIGNALS (544)	209.00	
POWER INVERTER (90C) REQUIRES DUAL BATTERIES	95.00	
PRIVACY GLASS (92E)	632.00	
REAR VIEW CAMERA (61C)	442.00	
REVERSE SENSING SYSTEM (43R)	278.00	
RUNNING BOARDS (PASSENGER SIDE ONLY) (68H)	151.00	
TRAILER BRAKE CONTROLLER (REQUIRES AND INCLUDED CRUISE CONTROL))(67D)	521.00	
WARRANTY EXTRA CARE, 5YR/100,000 MILE/$0 DEDUCTIBLE (FORD ESP)	1632.00	

DOWNTOWN FORD SALES
PH: (916) 442-6931, FAX: (916) 491-3138
CONTACT: DAVE FORBESS -or- SANDRA SCOTT
daveforbess@downtownfordsales.com sandrascott@downtownfordsales.com

3/27/15

NEW FORD ¾ TON PICKUP F250 4X2 CREW CAB

PRICING BASED UPON COST +/- 10% FOR OPTIONS/CHANGES
STATE OF CALIFORNIA CONTRACT #1-14-23-20A

MAJOR STANDARD EQUIPMENT 2WD 6.2L V8 FLEX FUEL, 6-1/2 FT BED, 6-SPEED AUTOMATIC TRANSMISSION, XL TRIM, TRAILER TOW PACKAGE, AIR CONDITIONING, AM/FM, TILT WHEEL, VINYL SEATS, RUBBER FLOORING	$22,960.00	
AVAILABLE OPTIONS	**PRICE**	**√**
LONGBED	208.00	
6.7L DIESEL ENGINE	7952.00	
40/20/40 CLOTH SEAT	294.00	
BLUETOOTH – DEALER INSTALLED	495.00	
BLUETOOTH – FACTORY SYNC	601.00	
BUCKET SEATS, HIGH BACK, CLOTH	576.00	
CAB STEPS (RUNNING BOARDS)	348.00	
CAMPER SHELL, LEER LEGEND	1660.00	
CRUISE CONTROL	220.00	
DAYTIME RUNNING LIGHTS	42.00	
EXTRA KEY (NO POWER GROUP)	178.00	
EXTRA KEY W/KEY FOB (REQUIRES POWER GROUP)	276.00	
HD SERVICE SUSPENSION	118.00	
LIMITED SLIP REAR AXLE	366.00	
MANUAL PARTS (CD ROM)	279.00	
MANUAL SHOP (CD ROM)	294.00	
MATERIAL RACK	1395.00	
POWER GROUP – POWER WINDOWS, POWER LOCKS, POWER HEATED MIRRORS	1076.00	
PRIVACY GLASS	375.00	
PUSH BUMPER, SETINA OR GO RHINO	597.00	
REVERSE AID SENSOR	229.00	
REVERSE CAMERA	506.00	
SLIDING REAR WINDOW	118.00	
SPOT LAMP (EACH) – PILLAR(S) OR ROOF MOUNT	484.00	
SPRAY-IN BEDLINER	579.00	
TAILGATE STEP	352.00	
TELESCOPING TRAILER MIRRORS	118.00	
TOMMYGATE 1000# LIFTGATE	3150.00	
TOOLBOX – DIAMONDPLATE – CROSS BOX	795.00	
TOW COMMAND – ELECTRIC BRAKE CONTROLLER	253.00	
TUTONE PAINT (PD OR SHERIFF BLACK/WHITE OR FIRE RED/WHITE)	1550.00	
UNDERSEAL CHASSIS	390.00	
UPFITTER SWITCHES	118.00	
VEHICLE ALARM WITH GLASS BREAKAGE	395.00	
XL VALUE PKG – AM/FM/CD/MP3, CHROME BUMPERS, CHROME HUB COVERS	558.00	
XLT TRIM – CHROME BUMPERS/GRILL, POWER WINDOWS/LOCKS, TELESCOPING TRAILER TOW MIRRORS W/ POWER HEATED GLASS, ALUM WHEELS, PRIVACY REAR GLASS, SYNC VOICE ACTIVATED COMMUNICATIONS, AM/FM/CD/MP3, CARPET (CAN BE DELETED), 40/20/40 CLOTH BENCH SEAT, TRAILER BRAKE CONTROLLER, REMOTE KEYLESS ENTRY, PERIMETER ANTI-THEFT ALARM	4906.00	
SERVICE BODIES		
ROYAL 40-VO-98 UTILITY BODY	5812.00	
PACIFIC 96401549	5720.00	
KNAPHEIDE 696J40 CLOSED TOP (ADD $425 FOR OPEN TOPS)	5740.00	
DIAMOND 16-38-96-CT B49 CLOSED TOP (ADD $150 FOR OPEN TOPS)	5307.00	
HARBOR	5740.00	
SCELZI CROWN-SBCR-98-79-49-38V CLOSED TOP (ADD $160 FOR OPEN TOPS)	5388.00	
CTEC	7011.00	
ANIMAL CONTROL BODY AB-5AC-96 – DIAMOND	13,282.00	
RECEIVER HITCH	595.00	
WARRANTY EXTRA CARE, 5YR/100,000 MILE/$100 DEDUCTIBLE (FORD ESP)	2142.00	

Quality Criteria 4 – Qualified and Professional Personnel

There are three agriculture instructors at Oakdale High School with the addition of a fourth for this upcoming school year. All three agriculture instructors have a single subject credential in agriculture along with an agriculture specialist credential. All agriculture teachers are assigned to teaching positions in which they are qualified to teach. Each teacher has their specialty and skills and all of us have a passion and interest in livestock.

At the beginning of each year, our department sits down and completes a chart of responsibilities. This chart states what each teacher will be responsible for during the course of the year. It includes the projects, judging teams, FFA activities, fundraisers and department chair responsibilities, as well as, professional development and CATA events and what each person will oversee and attend. The roles and responsibilities will usually stay the same year to except for this last year I became the department chair. All agriculture staff must attend a minimum of four professional development seminars or meetings annually. These include but are not limited to regional meetings and road shows, State CATA Conference, agriskills classes, regional CATA meetings or sectional CATA meetings. Each of these meetings help us to stay up to date on FFA, CATA and agriculture happenings.

The Oakdale High School agriculture staff meets every Monday after school. The chairman puts together an agenda and gives a copy to each teacher and then keeps minutes and send those out afterwards. These are all kept afterwards in a file for future references. The

meetings usually consist of a discussion and planning of upcoming events, reports on previous activities. The problem is these meetings become harder and harder to schedule in the spring when we become extremely busy with SAE visits and judging team practice. Fortunately we have a small agriculture department where all of our classes are lined up in a row with an agriculture department office in the middle, so we are constantly communicating about what's going on with our FFA and the agriculture department.

Oakdale Unified School district does reimburse teachers for their expenses incurred during FFA and CATA events. The reimbursements just need to be turned in, in a timely manner and must include receipts, invoices or other paperwork to back it up. If we are going to be spending our own money for FFA purposes, we must first get this approved through a vote from our FFA officers, minutes and a purchase order with a description of what will be purchased, by whom and where. Then this paperwork goes to the business office and then goes through a second inspection by our leadership class. This process is then finalized at our business office and then a purchase order number is assigned and emailed and you are then approved to purchase for FFA events. Once items are purchased, receipts must be turned in, in a timely manner again and then reimbursement checks are sent out about a week later.

Supporting Completion Materials

Item A – Teacher Data Sheet showing proper credentials from the Comprehensive Program Plan and a copy of each of my credentials.

Item B – Incentive Grant In-Service Activities Documentation

Item C – Agriculture Department Agendas

Item D – Department Meeting Minutes

Item E – Proof of teacher reimbursement

A

Teacher Data Sheet for each Teacher

Ed Hartzell

Education: B.S. Agriculture Education – CSU Cal Poly

Credentials: Single Subject – Agriculture
Agriculture Specialist
CLAD
SDAIE

Isaac Robles

Education: B.S. Agriculture Education – CSU Cal Poly

Credentials: Single Subject – Agriculture
Agriculture Specialist
CLAD

Rebecca Mendonza

Education: B.S. Agriculture Education – CSU Fresno
Ag Specialist
Single Subject Agriculture

***Credentials are on file at the OJUSD District Office**

A

COMMISSION ON
TEACHER CREDENTIALING

Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

REBECCA JEAN BIGELOW

is hereby awarded a

Clear Specialist Instruction Credential (Agriculture)

AUTHORIZED SUBJECT(S):
Agriculture

COMMISSION ON TEACHER CREDENTIALING
Ensuring Educator Excellence

By virtue of the authority vested in the Commission on Teacher Credentialing in recognition of preparation to serve in California public schools

REBECCA BIGELOW

is hereby awarded a

Clear Single Subject Teaching Credential: Renewal

AUTHORIZED SUBJECT(S):
Agriculture

SUBJECT MATTER AUTHORIZATION(S):
Agriculture

SUPPLEMENTARY AUTHORIZATION(S):

Valid from 05/31/2012 to 06/01/2017

This is not an official document. The official record of credentials, permits, and certificates is the Commission's website at www.ctc.ca.gov

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Date: 6/7/16 Receipt Number: 15-914

Name: Mendonza Rebecca A
Last First Middle Initia

Region: CEN Section:

[ ] Purchase Order No: _____

[X] MasterCard/VISA No: — 2888

Expiration Date: —

[ ] Check Number: _____

[ ] Cash

Signed: Kury

[ ] Conference Fee: _____

[X] Dues 140.00 Card No: —

[ ] Other _____

Gross Received ..... $ _____

Refund ..... $ _____

NET RECEIVED ..... $ 140.00

CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION

Rebecca Mendonza

SERVING AGRICULTURE BY TEACHING
2015/2016 ACTIVE MEMBER

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B **School Year** 14-15 **School** **Oakdale High School**

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Hartzell	Mendonza	Robles					
Fall Region Meeting	X	X	X					
Region In-service Day	X		X					
Spring Region Meeting	X	X	X					
Section In-service*	X	X	X					
Section In-service*	X	X	X					
Section In-service*	X	X	X					
Section In-service*	X	X	X					
Summer Conference		X	X					
University AgEd Skills Week			X					
Professional Development **	X	X	X					

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a *maximum* of two other *"Agriculturally Related"* Professional Development activities than those listed above. Explain the Professional Development:

1 National Western Stock Show

2 Stanislaus County Fair Livestock Committee

3

4

5

D

Date: August 10, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

2. New Business

   a. Calendar Items / Updates

      2015-2016 Calendar
      - Booster Dinner
      - Fall banquet

      Officer Meeting – P.O.'s

      Office Hours

      Facilities and Van Requests

      National Delegate Training and National Convention Trip Update (Logan)

      AG Department Budget, reimbursements, FFA Budget

      Back to School Night

      Welcome back BBQ
      - BBQ , Smart and Final
      - Invitation
      - Set up/decorations
      - Presentation
      - T-Shirts
      - POA

      Cookie Dough Fundraiser

      Greenhand Conference

      SOLS

      Department Meetings

      Thurman Update

      Officer Pictures

      Paperwork, excusing Students

Other

Date: August 17, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

____	Rebecca Mendonza	____	Isaac Robles	____	Ed Hartzell
____	_____	____	_____		

1. Old Business
    a. Calendar Items / Updates
        2015-2016 Calendar
            - Booster Dinner – still don't have a date

2. New Business
    Officer Meeting – P.O.'s?

    AG Department Budget, FFA Budget

    District Board Meeting 1-3rd place

    Back to School Night

    Welcome back BBQ
        - BBQ , Smart and Final
        - Invitation - tickets
        - Set up/decorations
        - Presentation
        - T-Shirts
        - ***POA***

    Cookie Dough Fundraiser

    Greenhand Conference

    SOLS

    Department Meetings

    Thurman Update

    Officer Pictures

    Ag Advisory Meeting

    Sectional Check deposit for jackets

Other

Date: August 24, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

   a. Calendar Items / Updates

      2015-2016 Calendar

      - Booster Dinner – still don't have a date
      - Waiting on a call back from Richard Mello and for the Junior High to decide.

2. New Business

   Officer Meeting – P.O.'s?

   AG Department Budget Updated – copy for each of you

   Welcome back BBQ - Students are having a mtg at 2:05 tue then practice

   - BBQ , Smart and Final - Isaac
   - Invitation – tickets – 675 rsvp's
   - Set up/decorations
   - Presentation
   - T-Shirts – Polo's – Isaac?
   - ***POA – Printing done by Wednesday - DO***

   Cookie Dough Fundraiser – ED

   Gift of the Month Fundraiser Flyer

   Greenhand Conference - Mendonza

   SOLS - Isaac

   Stan-T CATA Mtg Sept 16th@4:pm RSVP's $10 each

   AG Course Offerings – Trailblazer issues

   National Convention – Isaac

   Thurman Update

   Officer Pictures – Tue Sept 1st at 4:00pm

   Sectional Invoices for jackets

   September 14th at 6:00? Board Meeting Presentation of Awards

Other –

Isaac's concerns: Staff responsibilities
Group decisions
Lack of communication
Strengths and weaknesses
Addressing student/parent concerns

Date: August 31, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

   SOLS - Isaac

   Stan-T CATA Mtg Sept 16th@4:pm RSVP's $10 each – Mendonza RSVp'd

   Gift of the Month Fundraiser Flyer – Mendonza Emailed to Joey and McGinnis

2. New Business

   Officer Meeting –Agenda and P.O.'s?

   Cookie Dough Fundraiser – ED

   AG Course Offerings – Trailblazer Update to Counselor

   National Convention Budget Breakdown – Isaac

   Officer Pictures – Tue Sept 1st at 4:00pm

   Sectional Invoices for jackets – Isaac

   September 14th at 6:00? Board Meeting Presentation of Awards

   September 15th @7:00PM Beef and Dairy Meeting in P3 – Hartzell

   Department Meeting Focus Sheet? For Dept Head Mtg

   FFA Jacket Order Form Redo?

   Point Award sheets

   Committee Meeting Lunch - Wednesday

   Opening and Closing Tryouts – Thursday

   Mandated Reporter training

3. Other –

Date: September 14th, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

   Stan-T CATA Mtg Sept 16th@4:pm RSVP's $10 each – Mendonza RSVp'd

   Gift of the Month Fundraiser Flyer – Mendonza Emailed to Joey and McGinnis

   Cookie Dough Fundraiser – ED

2. New Business

   Officer Meeting –Agenda and P.O.'s?

   AG Course Offerings – Trailblazer Update to Counselor

   National Convention Budget Breakdown – Isaac

   September 14th at 6:15 Board Meeting Presentation of Awards

   September 15th @7:00PM Beef and Dairy Meeting in P3 – Hartzell

   Jacob Meyers Park River Clean Up this Saturday at 8:00am

   Cowboy Museum- Ed

   Knights Ferry Clean up Sept 26th

   Point Award sheets

   Bunko Meeting Tuesday at 2:45

   Opening and Closing Practice – Wednesday, Thursday, Friday Lunch

   Progress Grades Due by tomorrow

3. Other –

Date: September 21st, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

   Stan-T CATA Mtg Sept 16th

   Gift of the Month Fundraiser Flyer – Getting a count should have this by tomorrow

   AG Course Offerings – Trailblazer Update to Counselors – any more updates?

   National Convention Budget Breakdown – National FFA invoice does not match numbers

2. New Business

   FFA Meeting Wednesday at lunch – who is buying food?
   _ cooking?

   Knights Ferry Clean up Sept 26th

   Point Award sheets - Sept and October look over – Changes?

   Next Bunko Meeting?

   Opening and Closing Practice – Tuesday, Thursday, Friday Lunch

   AG Grant and CTE Grant – Rebecca

   AG Chem – we need to get going on this

   R2 – Rebecca is working on this

   Greenhand Conference this Friday – Rebecca is taking 60 students

   Oakdale OCC Contest - Isaac

3. Other –

Date: September 28th, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___	Rebecca Mendonza	___	Isaac Robles	___	Ed Hartzell
___	_____	___	_____		

1. Old Business

Gift of the Month Fundraiser – 23 buyers delivering Wednesday

AG Course Offerings – Trailblazer- I'm going to work with her to update this even more.

AG Chemistry – I sent this to Joni and she passed it on to get approved.

Calendars – Did you turn yours in from last year? Working on this years?

2. New Business

Point Award sheets - Sept and October look over – Changes?

Next Game night Meeting is tomorrow at 2:45pm

Opening and Closing Practice – Wednesday, Thursday, Friday Lunch

AG Grant and CTE Grant Wishlist – Rebecca

Warren Weaver Visit October 12th @ 2:30PM

CEV?

R2 – Rebecca is working on this

Oakdale OCC Contest – Isaac

AG Advisory Meeting Dates?

Cookie Dough Dates?

COLC – Sat and Sunday – Isaac and Rebecca

FFA Homecoming Float – Meeting today at lunch, decorating Sunday at 2?

FFA T-Shirts and Polos - Isaac

3. Other –

Date: October 8th, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___ Rebecca Mendonza ___ Isaac Robles ___ Ed Hartzell

___ _____ ___ _____

1. Old Business

   Point Award sheets - July, August, Sept and October did you get this done and give to Carley?

   Oakdale OCC Contest – Isaac

   FFA Homecoming Float – Permission slips must be in today and must be in an FFA shirt, Mendonza riding the float

   Cookie Dough Dates October 21st

   FFA T-Shirts are in and for sale for $15

2. New Business

   Next Game night Meeting is tuesday at 2:45pm?

   OCC Contest on Tuesday at Gregori – Drivers? How many students, What time, Permission slips?

   R2 – Rebecca is working on this

   AG Advisory Meeting October 20th at 6:00pm – I will have an Agenda ready by the 14th at our mtg to look over

   Fall Regional Meeting and Road show – who is going to what?

   AG Grant and CTE Grant Wishlists

   Warren Weaver Visit October 12th @ 2:30PM

3. Other –

Date: October 14th, 2015

Oakdale Agriculture Department
Department Meeting

Roll / Attendance

___	Rebecca Mendonza	___	Isaac Robles	___	Ed Hartzell
___	_____	___	_____		

1. Old Business

   Sectional OCC Contest

   Cookie Dough is coming October 21st afterschool tell your kids

   Next Game night Meeting is?

   R2 – Rebecca is working on this almost done

   Graduate Follow up is done

   Grant Visit – Went Great

2. New Business

   SST Student Reccomendations – give your list to Mendonza

   Club Picture Day tomorrow at 12:15

   Greenhand Officer Interviews Monday @lunch and afterschool – 30 applicants

   Advisor Info for Calaged

   Grant Prlority List

   AG CTE Grant - $16,000???? Email we got today

   Gift of the Month Fundraiser

   AG Advisory Meeting October 20th at 6:00pm – Lets look over and discuss an agenda

   FFA Meeting Next Wednesday October 21st @5:30pm

   Fall Regional Meeting and Road show – who is going to what?

   National Convention Update - Isaac

   Pointsettia Fundraiser - Isaac

3. Other –

D

Oakdale High School
Department Chair Meeting - MINUTES
September 1, 2015

I. **Minutes/notes from May 5, 2015** – *emailed for review 9/1/15 from Rebecca.*

II. **Lesson Plans**
1. Attachment or Google.doc – *remind department members to get these in*

III. **Gradebooks**
1. Set-up, grades need to be updated in a "timely" manner – *Encourage department members to get grades updated ASAP*

IV. **Marzano's Survey** (completely anonymous)
1. Will be sent out via Google.docs, please encourage all department members to complete – *survey regarding site Principals. Will pilot with department chairs, then send to rest of the staff.*

V. **IS4 Walk-Through Form**
1. Will be sent out via Google.docs, please share with your departments - *Will pilot with department chairs, then send to rest of the staff.*

VI. **Petitioning Window**
1. Opens on Wednesday, September 9th and closes on Friday, September 11th
   - *Make sure grades are in gradebooks*
   - *Becky Hammond will contact teacher when a student petitions*

VII. **CFA (Kettering)**
1. Please turn in by **September 11th**
2. Next CFA administration **September 21-25** (*5 multiple choice questions. Should be reflective of skills for Common Core and SBAC, if not, make changes)*
   - *Will be used as evidence for WASC visit in January to show progress monitoring system*

VIII. **SEC** (September 3, November 18, January 21 and March 9)
1. First scheduled meeting is this Thursday, September 3rd
   - *Be prepared for walk-thru on above date.*

IX. **Other**
1. **September 7**, No School, Labor Day
2. **September 14**, OJUSD Board Meeting
3. **September 17**, Senior Parent Info Night
4. **September 24**, Minimum Day – *Staff Development: Teacher collaboration/planning afternoon. Agenda developed by Grade Level/Department Chair.*
5. **September 26**, OEF Dinner/Dance
6. **September 30-October 4**, Drama Production, "Joseph and the Amazing Technicolor Dream Coat"
7. **October 5-9**, Homecoming – *be aware of Homecoming when creating lesson plans for this week.*
8. **October 9** - ***End of 1st Quarter. Grades open 10/6 & close 10/13/15***
9. **Jan 25-26th** – ***2-Day WASC visit***

b. **Springer:** Updated dress code?
    1. Larry updates every year
c. **Coughran:** Parents dropping off in East staff parking lot
    1. Will notify Pat King to keep an eye out and notify parents not to use parking lot as drop off.
d. **Rein**: Classrooms not cleaned in the evenings and finding cockroaches.
    1. Will notify maintenance to ensure cleanliness of classrooms, weight room and locker rooms
e. **Arsenio:** Trailblazer
    1. Copies of departments placed in staff mailboxes. Notify Davia of any changes **no later** than **November 12th**
f. **Bennett:** suggestion to change CFAs every 2-3 years
g. **Gehl:** All resource students should be identified, if not, let case managers know ASAP. Resource students should be advocating for themselves ahead of time, have been coached to do so.
h. **Mendonza**: New fundraiser $100, will receive something new each month from Ag/FFA (flowers, signs of last names, etc.) will send additional information later this week
i. **Felix**:
    1. Can teachers receive "roll-over" copies each month?
        - Machine does not allow this, but if teachers run out of copies, let Mr. Moore know and he will approved additional copies for that month.
    2. Dress code violators – send to VPs office
    3. PDA – reminder that ANY staff members who witness PDA can address students themselves
j. **Kline**: If students fail, are they put in with same teacher?
    1. Try to avoid putting that student in with same teacher
        - Note – computer and counselors do not know who those students are, so be sure to notify counselors ASAP so proper steps can be taken
    2. When will phase smartboards/projectors?
        - Currently working on getting Smart TVs
k. **Arpoika**: Are there any teachers who would like to teach 2nd-7th next year? Trying to reduce 7th period PE, conflicts with athletics
    1. Let Mr. Moore or John Arsenio know if interested
l. **Joni McGinnis**: RE: 504s – receiving calls from parents that accommodations/modifications not being met.
    1. Not optional – must follow accommodations/modifications

E

Expense Item	Expenditure Amount	Account Source	Income	Profit/loss
POA Printing	$400.00	FFA		-$400.00
Scrap Book	$100.00	FFA		-$100.00
Greenhand Conference				$0.00
*registration	$1,760.00	FFA	$1,000.00	-$760.00
*bus	$250.00	AIG		-$250.00
*subs	$200.00	SITE		-$200.00
Welcome Back BBQ	$400.00	FFA		-$400.00
Club Rush Day	$50.00	FFA		-$50.00
COLC				$0.00
*registration	$180.00	FFA		-$180.00
*van	$50.00	FFA		-$50.00
Placemat Sales	$250.00	FFA	$3,800.00	**$3,550.00**
Cookie Dough	$7,000.00	FFA	$12,000.00	**$5,000.00**
Poinsettia Sales	$3,000.00	FFA	$5,000.00	**$2,000.00**
*Jackets	$500.00	FFA		-$500.00
Western Dinner	$1,500.00	FFA	$10,000.00	**$8,500.00**
GH/Chapter Degree mtg				$0.00
*food	$500.00	FFA		-$500.00
*decorations/awards	$500.00	FFA		-$500.00
Winter Social	$50.00	FFA		-$50.00
MFE				$0.00
*Subs	$200.00	SITE		-$200.00
*registration	$1,500.00	FFA	$1,500.00	$0.00
*van	$200.00	FFA		-$200.00
Lock-in	$500.00	FFA	$500.00	$0.00
Eighth Grade Recruitment				$0.00
*subs	$200.00	SITE		-$200.00
*food/supplies	$250.00	FFA		-$250.00
Tulare Farm Show				$0.00
*subs	$300.00	SITE		-$300.00
*bus	$1,000.00	FFA		-$1,000.00
FFA Week	$500.00	FFA		-$500.00
Spring Regional Meeting				$0.00
*registration	$200.00	FFA		-$200.00
*van	$100.00	FFA		-$100.00
Cake Auction	$800.00	FFA	$7,000.00	**$6,200.00**
UC Davis Field Day				$0.00
*registration	$200.00	FFA		-$200.00
*van	$250.00	FFA		-$250.00
Chico State Field Day				$0.00
*registration	$200.00	FFA		-$200.00
*van	$500.00	FFA		-$500.00
*hotel	$500.00	FFA		-$500.00
*subs	$300.00	FFA		-$300.00
Lunch Meetings	$500.00	FFA		-$500.00
Merced College Field Day				$0.00
*registration	$150.00	FFA		-$150.00
*van	$200.00	FFA		-$200.00
MJC Field Day				$0.00
*registration	$200.00	FFA		-$200.00
*van	$50.00	FFA		-$50.00
Home Coming Parade	$500.00	FFA		-$500.00

Fresno State field Day				$0.00
*registration	$250.00	FFA		-$250.00
State FFA Convention				$0.00
*registration	$4,125.00	FFA	$3,750.00	-$375.00
*van	$700.00	FFA		-$700.00
*hotel	$3,750.00	FFA	$375.00	-$3,375.00
*subs	$600.00	SITE		-$600.00
Reedley College Field Day				$0.00
*registration	$100.00	FFA		-$100.00
*van	$200.00	FFA		-$200.00
Relay for Life	$250.00	FFA		-$250.00
State FFA Finals				$0.00
*registration	$250.00	FFA		-$250.00
*van	$600.00	FFA		-$600.00
*subs	$300.00	SITE		-$300.00
*hotel	$1,000.00	FFA		-$1,000.00
Staff Appreciation	$100.00			-$100.00
Tshirts	$400.00	FFA	$1,000.00	**$600.00**
Community Center	$450.00	FFA		-$450.00
FFA Banquet				$0.00
*Food	$700.00	FFA		-$700.00
*Awards and Decorations	$1,000.00	FFA		-$1,000.00
Straw	$500.00	FFA	$500.00	$0.00
Sectional Dues	$150.00	FFA		-$150.00
Camp Sylvester LC				$0.00
*registration	$1,200.00	FFA		-$1,200.00
*van	$270.00	FFA		-$270.00
Officer Retreat				$0.00
*house	$1,500.00	FFA		-$1,500.00
*food	$500.00	FFA		-$500.00
*Van	$400.00	FFA		-$400.00
Opening/Closing (oakdale)	$250.00	FFA		-$250.00
Opening/Closing (Section)	$100.00	FFA		-$100.00
FFA Night Meetings	$500.00	FFA		-$500.00
Project Metal	$500.00	FFA		-$500.00
Fair stuff	$500.00	FFA		-$500.00
Chico Workout	$300.00	FFA		-$300.00
FFA Volleyball	$250.00	AIG		-$250.00
Section speech contest	$50.00	FFA		-$50.00
National Delegate	$975.00	FFA	$475.00	-$500.00
				$0.00
				$0.00
				$0.00
				$0.00
	$45,435.00		**$46,425.00**	**$990.00**

Quality Criteria 5 – Facilities, Equipment, and Materials

Oakdale High School Agriculture department consists of three agriculture classrooms, a large shop on the back of the three classrooms, with access from each of them and an agriculture department office. Along with this we have 5 storage rooms for Ag mechanics, floral, ornamental horticulture tools, FFA equipment and fair supplies. We also have a fully functioning newly redone greenhouse, a newly built shade house and a large area for garden beds. We also have a covered area that is gated to store agriculture vehicles and trailers. The addition of a 26 acre school farm is in the process a few miles from the school. This farm will include 13 acres of almond trees and then 3 barns and a show arena. This farm is just in the first stages of water, electricity and getting an entrance road constructed to it. It should be up and running and available for students to use within the next year. With the granting of so much money to our agriculture department we have been able to add a lot of different equipment to our program such as welders, a walk in floral cooler, a chrome book cart with 36 chrome books and two new department vehicles.

Oakdale FFA has had an extreme increase in students over the last 3 years. I was a 3rd addition to the agriculture department two years ago and this spring we just hired and added a 4th agriculture teacher. With the addition of each agriculture teacher we are given startup funds to update and add equipment to our program to meet our growing needs. We also use Incentive Grant Funds, Perkins, and CTE Funds and also participation in the Central Region Pathway Grant has helped us acquire a lot of new equipment and supplies for our growing

agriculture department. We have also added three new courses over the past two years. The ornamental horticulture class, Agriculture Economics and Government and next year the Agriculture Soil and Chemistry Science course.

All department records are organized and located in filing cabinets in the agriculture department office. Every student in the FFA program has a file and then all other paperwork for the agriculture department is stored in other files or in binders. I also keep a backup of anything I type like department meeting agendas and minutes on my computer and hard drive just in case. As we increase students and instructors more space will be needed to house these records. Also as we go away from paper record books and move towards online record books, this will solve some of these space problems. As we continue to receive more equipment and supplies ordered from the grant we will need to store and secure all of these items so that they will last throughout the years. We also need to secure the chrome book cart and 36 chrome books in the agriculture department office and sign them out as needed.

Not only did the agriculture department get granted 36 chrome books with a locking cart, but we also each got a new desk top computer this last year and each have a smartboard, projector and speakers in our rooms. There has been discussion with more Career Technical grants coming our way that a chrome book cart will be purchased for each agriculture to utilize in their classrooms on a daily basis. This will assist us not only with our curriculum, but help us guide students through the new AET record book, utilize the iCEV program that was granted to us also through the grant and also keep the students SAE projects up to date on a more regular basis.

Supporting Completion Materials

Item A – Copy of School Farm Committee

Item B – Pictures of Agriculture Student Files

Item C – List of School Based Laboratory facilities that are available to students for their SAE projects.

Item D – Each Agriculture Teachers Email address

Item E and F – Copy of CRAECP Grant list of new equipment and supplies for the agriculture Department

A

School Farm Committee

Regarding the e-mail sent earlier today announcing the next Ag Advisory Committee Meeting, the meeting will actually be a School Farm Subcommittee meeting. While all Ag Advisory Committee members are welcome to attend, members who were at the last Ag Advisory Committee Meeting in October who volunteered to serve on a School Farm Subcommittee are highlighted in green below. If any other Ag Advisory Committee members are interested in serving on the School Farm Subcommittee, let me know.

Company Title	Last Name	First Name
Alves Livestock Farming; Ag & Biology Professor, MJC	Alves	Ron
Purina Animal Nutrition	Beam	Lacy
Mountain Valley Express	Blevins	Derek
Cal-Ag Safety/Mid-Valley Ag	Boster	Tom
Burchell Nursery	Burchell	Tom
OID Board of Directors	Clark	Frank
Wilbur Ellis	Cole	Patrick
Gallo Winery Marketing	DeBoer	Jacob
Fish Bio	Demko	Doug
City Councilman/Farmer	Dunlop	Tom
Gambini Nut Farm	Gambini	Joe
MJC Ag Teacher	Gravatt	Troy
OHS Ag Teacher	Hartzell	Ed
OID Board of Directors	Knell	Steve
	Lemons	Brian
OJUSD Superintendent	Malone	Marc
OHS Vice Principal	McGinnis	Joni
MJC Ag Teacher	Mendes	John
OJUSD Asst. Supt. Pupil Services & Facilities	Mendonca	Larry
OHS Ag Teacher	Mendonza	Rebecca
Retired MJC Dean/Ag Teacher	Nimphius	Richard
Community/Parent/Farm Bureau	Orvis	Tom
Rivera & Son Earth Moving & Grading	Rivera	Frank
OHS Ag Teacher	Robles	Isaac
Veterinarian	Thompson	John

School Farm Subcommittee

B

Oakdale High School Agriculture Department Student Files

C

Oakdale High School Agriculture Department

1. Very large shop, the length of three of the classrooms, with 15 plus welders and access from all classrooms.
2. Greenhouse, shade house and garden area for student and class use.
3. In process a 26 acre school farm

D

Oakdale High School Agriculture Department

Email

Rebecca Mendonza – Rmendonza@ojusd.org

Ed Hartzell – ehartzell@ojusd.org

Isaac Robles – irobles@ojusd.org

E+P

Central Region Agricultural Education Career Pathway Consortium

High SchoolProgram Needs Assessment

Date: Fall 2015

High School: Oakdale High School
Career Pathway: Agricultural Mechanics
Address: 739 W. G Street
City, State Zip Oakdale, CA 95361

Dept. Chair: Rebecca Mendonza
Phone: 209-8473007
Email Address: rmendonza@ojusd.org

Instructors Involved with Pathway:	Name	Phone	Email
	Isaac Robles	5593597035	irobles@ojusd.org
	Rebecca Mendonza		

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)		Object Code:	4000
Rank	Item Description (In Prioritized Order)		Estimated Cost
1	9 Welding Booths (Department Constructed)	$	3,522.00
2	12 Licoln Arc Welders	$	8,208.93
3	Consumables - Wire, rod, wood, etc. - 3750 yr 1 - 3750 yr 2	$	7,500.00
4	3 Hose and Cord overhead Combination Reels	$	2,402.72
5	Saw Stop Table Saw	$	3,204.14
6	Welding Booth Ventilation System upgrade/dept installed	$	5,000.00
7	Burr King Belt Grinder w/pedestal	$	3,565.44
8	2 Millermatic 350 P Wire Welders	$	9,443.00
9	2 Dewalt Miter Saws w/portable tables	$	1,717.70
10	2 LMSW-52 Series Portable Resistance Spot Welders @ 728.29 ea	$	1,456.58
11	Metal Cutting Upright Bandsaw	$	2,526.09
12	Combination belt/disc sander w/pedistal	$	1,654.68
13	Bench Top Sheet Metal Brake	$	1,317.27
14	Powertools - Drills\Sanders\Grinders\Chops Saws	$	2,128.49
15	Steam Cleaner/Pressure Washer	$	4,005.24
16	Hydraulic pipe bender	$	3,067.73
17	Jett 52" Foot Shear	$	2,835.69
18	Parts Cleaner/Washer Table	$	1,082.49
19	Wood Cutting Upright Bandsaw	$	2,179.69
20	Hydraulic Press	$	1,620.38
21	Tomahawk 625 Plasma Cutter	$	1,850.00
22	Porta Power kit	$	422.53
23	Trailer Dolly	$	250.00
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27			
	SUB-TOTAL:	$	70,960.79

Central Region Agricultural Education Career Pathway Consortium

High Schgool Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agricultural Mechanics

Equipment: Capital Outlay (Items $5,000 or over)		Object Code:	5000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	2016 Ford Transit Wagon XL - 1/3 each pathway	$	13,123.51
2	Torchmate 4x8 CNC cutting system w/water table	$	26,000.00
3	Sand Blasting Cabinet Model BB-8500XLD	$	8,030.03
4	Powder Coat Oven, Booth, Gun Kit	$	12,831.35
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	SUB-TOTAL:	$	59,984.89

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agricultural Mechanics

Travel/Conferences: (Professional Development)		Object Code:	5200
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	CATA Conference - 2 years/ half total costs		$ 3,000.00
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		SUB-TOTAL:	$ 3,000.00
		TOTAL:	$ 133,945.68

Central Region Agricultural Education Career Pathway Consortium

High Schgool Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agricultural Mechanics

Courses to Articulate with Community College Agriculture Programs within the Pathway	
#	**Course Title**
1	Introduction to Ag Mechanics (Ag Mech Skills)
2	Advanced Ag Mechanics and Welding
3	ROP Ag Welding and Construction
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Central Region Agricultural Education Career Pathway Consortium

High SchoolProgram Needs Assessment

Date: Fall 2015

High School: Oakdale High School **Career Pathway:** Agriscience
Address: 739 W. G Street
City, State Zip Oakdale, CA 95361

Dept. Chair: Rebecca Mendonza
Phone: 2098473007
Email Address: rmendonza@ojusd.org

	Name	Phone	Email
Instructors Involved with Pathway:	Rebecca Mendonza	559-304-1619	
	Ed Hartzell		

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)		Object Code:	4000
Rank	**Item Description (In Prioritized Order)**		**Estimated Cost**
1	36 Chromebooks and Cart	$	11,441.55
2	Science Tables and Chairs	$	9,963.82
3	Oral Reasons Horse Judging Video	$	85.00
4	Whats in the soil part 1 lab	$	155.00
5	Whats in the soil part 2 lab	$	115.00
6	Enviro-Chem Lab set	$	65.00
7	How to Judge Halter Horses dvd	$	100.00
8	intro to soil kit	$	120.00
9	water test strips set	$	70.00
10	Horse Judging Contest 2	$	85.00
11	Classifying Sedimentary, Igneous, and Meta Rocks Lab Aids	$	120.00
12	Geology Game Set	$	55.00
13	Earth Science Battle Lab	$	23.00
14	Anatomy of Volcano Lab	$	58.00
15	The weather at 5:00 DVD	$	29.00
16	Great discoveries with Bill Nye	$	65.00
17	Plate Techtonics DVD lab	$	210.00
18	Genetics Made Easy kit	$	270.00
19	Nascos Soil Erosion Simulator	$	85.00
20	Space Sand Classroom kit	$	35.00
21	Earth Science Skills kit	$	108.00
22	2 Contour Model kits	$	250.00
23	Moon Phases poster	$	44.00
24	Making and interpreting topographic maps lab	$	95.00
25	What Mineral is it? Lab	$	190.00
26	Universe Bingo Game	$	33.00
27	Weather forcasting earth science video lab	$	195.00
28	Erupting Volcano Classroom	$	110.00
29	Do onions, strawberries and bananas have dna kit?	$	75.00
30	The Rock Cycle DVD	$	62.00

31	Geology Bingo	$	32.00
32	FFA Camera and Photo Printer Combo	$	431.92
33	The rock cycle classroom project	$	220.00
34	Horse Judging Contest 1 DVD	$	85.00
35	Nasco Soil Erosion Simulator Kit	$	83.00
36	Volcano Model	$	120.00
37	Landform Demonstration kit	$	72.00
38	Demo a day earth science kit	$	50.00
39	Parli pro guidelines dvd	$	103.00
40	Easy Science Demos & labs: Earth Science	$	30.00
41	Earth Science curriculum Mastery Game	$	108.00
42	If we had no moon dvd	$	70.00
43	Hands on earth science activities kit	$	38.00
44	Fundamental Parli pro dvd	$	103.00
45	Daily warm ups: earth science	$	23.00
46	Earthquakes interactive whiteboard lessons	$	65.00
47	Weather Bingo	$	15.00
48	Horse Judging Contest 3 DVD	$	85.00
49	Nascos Earth Science InQuiza Quest	$	23.00
50	Space Bingo	$	20.00
51	Bill Nye Earth Science DVD	$	65.00
52	Sea Floor Simulation Kit	$	150.00
53	World Ag Expo Field trip - 2 years @ 3650/year	$	7,300.00
54	10ft Corral panels x 25x 149.99+tax	$	4,059.10
55	6ft Corral gates x 10 x 139.99 +tax	$	1,461.27
56	Wire Panels, hogs/sheep size 12ft x 50 x 149.99 +tax	$	8,118.21
57	Wire panel gates 4 ft - 20 x 99.99 +tax	$	2,164.78
	SUB-TOTAL:	$	49,407.65

Central Region Agricultural Education Career Pathway Consortium

High Schgool Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale **Career Pathway:** Agriscience

Equipment: Capital Outlay (Items $5,000 or over)	**Object Code:**	**5000**
Rank	**Item Description (In Prioritized Order)**	**Estimated Cost**
1	2016 Ford Transit Wagon XL - 1/3 each pathway	$ 13,123.51
2	2016 Ford Super Duty F-250 XL	$ 31,706.72
3	Kubota RTV500-H Utility Cart	$ 11,803.12
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	SUB-TOTAL:	$ 56,633.35

Central Region Agricultural Education Career Pathway Consortium

High School Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale **Career Pathway:** Agriscience

Travel/Conferences: (Professional Development)	**Object Code:**	**5200**
Rank	**Item Description (In Prioritized Order)**	**Estimated Cost**
1	CATA Conference - 2 years/ half total costs	$ 3,000.00
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	SUB-TOTAL:	$	3,000.00
	TOTAL:	$	109,041.00

Central Region Agricultural Education Career Pathway Consortium

High Schgool Program Needs Assessment

Continued

Date: Fall 2015

High School: Oakdale **Career Pathway:** Agriscience

Courses to Articulate with Community College Programs within the Pathway	
#	**Course Title**
1	Ag Earth Science
2	Ag Biology
3	Ag Chemistry
4	Ag Econ/Ag Government
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Central Region Agricultural Education Career Pathway C

High SchoolProgram Needs Assessment

Date:

High School:	Oakdale High School	**Career Pathway:**
Address:	739 W. G Street	
City, State Zip	Oakdale, CA 95361	
Dept. Chair:	Rebecca Mendonza	
Phone:	2098473007	
Email Address:	rmendonza@ojusd.org	

Instructors Involved with Pathway:	**Name**	**Phone**
	Isaac Robles	5593597035
	Ed Hartzel	2096049526

Program Needs to Initiate, Expand or Improve Career Pathway

Supplies/Books/Etc.: (Items under $5,000)	**Object Code:**
Rank	**Item Description (In Prioritized Order)**
1	Fertilizer Injector watering system
2	Consumables - Floral and OH Courses 7500 each year
3	3 Nursery Carts
5	Label Making Software and Nursery Signs
6	Garden Bed Materials - Wood, Soil, irrigation system
7	Cool Wall Pad Inserts
8	Husqvarna 17in rear tine Rototiller
9	iGrow 400 Environmental Greenhouse Controller
10	Nursery Tables
11	Shade Cloth
12	Propagation Warming Mats
13	Commercial Shutter Fan 20"
14	Troy Built Back pack Blower
15	Troy Built String Trimmer 27cc
16	Poulan Pro 20in 50cc gas chainsaw
17	Nursery Display systems
18	San Francisco Flower Market field trip
18	Nursery Tour Field Trip
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25	
	SUB-TOTAL:

High School: _____ **Career Pathway:**

Equipment: Capital Outlay (Items $5,000 or over)	Object Code:
Rank	**Item Description (In Prioritized Order)**
1	Floral Storage Cooler 8'x16'
2	Soil Batch Mixer with Conveyor
3	2016 Ford Transit Wagon XL - 1/3 each pathway
4	Garden Tractor w/implements
5	Printer/Scanner/Copier for plant labels and signs
6	2 Tough Sheds @ $1936.28
7	
8	
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36	
	SUB-TOTAL:

High School: _____ **Career Pathway:**

Travel/Conferences: (Professional Development)		Object Code:
Rank	**Item Description (In Prioritized Order)**	
1	CATA Conference - 2 years/ half total costs	
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35		
		SUB-TOTAL:
		TOTAL:

Central Region Agricultural Education Career Pathway C

High School Program Needs Assessment

Continued

Date:

High School: _____ **Career Pathway:**

Courses to Articulate with Community College Agriculture Programs w	
#	Course Title
1	Floral 1
2	Floral 2
3	Horticulture
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27	
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37	

Fall 2015

Ornamental Horticulture

Email
irobles@ojusd.org
ehartzel@ojusd.org

4000	
Estimated Cost	
$	800.00
$	15,000.00
$	1,250.00
$	2,000.00
$	3,500.00
$	500.00
$	900.00
$	1,500.00
$	2,000.00
$	1,500.00
$	800.00
$	275.00
$	250.00
$	150.00
$	250.00
$	4,500.00
$	2,500.00
$	2,500.00
$	40,175.00

Fall 2015

Ornamental Horticulture

5000
Estimated Cost
$ 10,439.90
$ 7,386.72
$ 13,123.51
$ 25,939.81
$ 7,157.05
$ 3,872.56
$ 67,919.55

:onsortium

Fall 2015

Ornamental Horticulture

5200
Estimated Cost
$ 3,000.00

Consortium

Fall 2015

Ornamental Horticulture

Within the Pathway

Quality Criteria 6 – Community, Business, and Industry Involvement

The Oakdale High School Agriculture Department Agriculture Advisory Committee is composed of Modesto Junior College Professors, agricultural business managers and owners, community members, Oakdale Unified Superintendent and Assistant Superintendent and Oakdale High School Vice Principal and Agriculture Instructors. The Agriculture Advisory Committee has been meeting twice per year, with a school farm subcommittee meeting monthly. We follow the guidelines of the Agriculture Advisory Committee Manual. As acting department chair, I organize the meeting place and time and then comprise the agenda and minutes. The agriculture teachers do not run the meeting, our Chairmen a past student and community businessman runs the meeting with input from many other members. The meeting agenda is followed closely and lots of input comes from our committee especially pertaining to our new school farm. These meetings help the agriculture staff become aware about the agriculture industry and it allows us as agriculture instructors to show the community members what we have been up to in the agriculture department and FFA and any needs we may have. Our current agriculture advisory committee consists of about 24 members including the agriculture instructors and we have about half show up at each meeting. It may be wise for us to invite some new members especially with our tremendous growth within the program.

Each year the Agriculture Advisory committee evaluates and discusses our 5 year Facility and Equipment Acquisition, which will need to be completely updated this year after the

numerous amount of grant monies we have received. They also guide us on courses, graduate follow up and targeted occupations. With the addition of the school farm, they will need to continuously guide us through this growth and addition process. We will need continuous feedback from them on the school farm project and what future plans, equipment and supplies will be implemented. Also as our agriculture department begins to grow, we will need guidance on courses to add to the program and what targeted careers we need to focus on.

An AG Booster Club is where we are lacking support. I am not saying we don't have the support of some wonderful parents who cook banquet dinners for us, drive students up and down the state to numerous CDE and FFA events and who continuously help our program, but we do not have a sanctioned booster club for our FFA program. This has been a long history of this and this past year we tried to make it happen and it fell through. This is definitely something that needs to be a goal for this department and a group of parents need to come together and start this group and handle it the right way from the beginning and continue to support this growing and amazing agriculture program at Oakdale High School.

Supporting Completion Materials

Item A – AG Advisory Committee List

Item B – Functions and Duties of the AG Advisory Committee

Item C – AG Advisory Committee Bylaws

Item D – AG Advisory Committee Agenda

Item E – Ag Advisory Committee Minutes

A

OAKDALE HIGH SCHOOL
AGRICULTURAL ADVISORY COMMITTEE

The function of the Advisory Committee is to provide advice on the curriculum, funding, and operations of the Agriculture Department. This committee provides support and evaluates the progress of the department and is comprised of representatives from the community, business industry, post-secondary educational institutions and parents.

Name	Company
Derek Blevins	Mountain Valley Trucking
Tom Burchell	Burchell Nursey
Frank Clark	Oakdale Irrigation District
Jacob DeBoer	Gallo Winery Marketing
Joe Gambini	Gambini Nut Farm
Steve Knell	Oakdale Irrigation District
John Mendes	Modesto Junior College
Richard Nimphius	Retired MJC Instructor
John Nicewonger	Retired MJC Instructor
Tom Orvis	Stanislaus County Farm Bureau
John Thompson	Veterinarian

B

Career Technical Education

Advisory Committee Manual

July 2015

Career Technical Education Administration and Management Office
Career and College Transition Division
California Department of Education

B

Introduction

This manual provides information for Career Technical Education (CTE) coordinators, school administrators, boards of trustees, teachers of CTE, and advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Legal Citations

The federal Carl D. Perkins Career Technical Education Improvement Act of 2006 (Perkins IV) requires:

- Each local educational agency (LEA) receiving Perkins IV funds must involve parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals in the development, implementation, and evaluation of CTE programs. (20 U.S.C. § 2354 (b)(5).)

California *Education Code* specifies:

- "The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged, students, teachers, business, industry, school administration, and the field office of the Employment Development Department (EDD)." (EC § 8070.)

The State Plan for Career Technical Education specifies:

- "Each CTE program assisted with Section 131 or 132 funds must have extensive business and industry involvement, as evidenced by not less than one annual business and industry advisory committee meeting and planned business and industry involvement in program activities as described in the Guidelines for the 2008—2012 Local Plan for Career Technical Education and instructions for the annual application for funds." (2008—2012 CA CTE State Plan, Ch. 5 (2).)

B

3. How are Committee Members Notified of Their Selection?

3.1 Upon appointment by the LEA board, notification of the committee member is usually done in writing, by the principal or superintendent, on behalf of the school board. (EC § 8070.)

3.2 The letter should:

3.2.1 Indicate that the CTE program staff is supportive.

3.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.

3.2.3 Include a request that the member indicate whether he or she will accept.

3.2.4 Urge speed of acceptance to gain an orderly efficient start.

4. Understanding of Responsibility

4.1 Of greatest importance is that the committee is *only* advisory in nature.

4.2 The committee has no administrative or policy forming power.

4.3 The committee will make suggestions and/or recommendations on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

B

4. When appropriate, serve as resource when the teacher is visiting work place learning sites of students and participate in classroom instruction or demonstrations and accompanying or hosting field trips.

5. Provide technical assistance and keep the teacher aware of new developments in the CTE industry.

6. Provide current resources to develop and maintain a library of visual aids, magazines, and books concerning pathway projects.

7. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.

8. Assist in procuring opportunities to upgrade the technical skills and knowledge of the teacher.

B

Getting Started:

1. Review present course offerings and majors—catalogs, studies, data, classrooms, labs, and other facilities.

2. Conduct studies, if needed, to get community data on which to base your decisions.

3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).

4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.

2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.

3. Determine rotation (1, 2, or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)

4. Decide if more than one committee is needed. Large departments may have subcommittees.

5. Announce that any member who cannot continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

B

Appendix C
(SAMPLE)

Set of Minutes

Advisory Committee Meeting
January 21, 2015

The meeting was called to order by chairperson, Joe Smith at 3 p.m., January 21, 2015, in room 8 at Your High School.

The minutes of the previous meeting were read, amended (by changing the word 'shall' to 'should' in topic number eight), and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2015. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2015.

Ms. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Ms. A, Ms. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Ms. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Auto class. Added topics being considered are: brakes, ignition, and fuel system. Course titled "Auto Body practices" will likely be deleted as a specific course in "Auto bodywork" is being considered for next Fall.

DECA President, Sally M. reported on this year's calendar of events of the chapter. She was commended by the Chair for her leadership and hard work.

The next meeting is scheduled for 3 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5 p.m. by Chairperson Joe Smith.

Respectfully Submitted,

Ms. Z, Recorder

Agriculture Advisory Committee

Missouri State Law, Section 178.560, requires that an advisory committee be appointed in each district offering vocational subjects. The law states:

> *"The school board of any school district maintaining a pre-vocational or vocational school, department, or class receiving the benefit of state or federal monies under the provisions of Sections 178.420 to 178.580 as a condition of approval by the State Board of Education and State Commissioner of Education, shall appoint persons of experience in agriculture, industry, home economics and commerce to give advice and assistance to the school board in the establishment and maintenance of the schools, departments, and classes. The persons of experience shall serve without compensation."*

In addition, Standard Thirteen in *The Standards and Quality Indicators for Agriculture Program Improvement* states:

> *"Input from students, parents, staff members and community representatives is used to develop and implement the agriculture program's goals and objectives."*

When a school adds agricultural education programming, part of the formal application must include the names and occupations of the advisory committee members.

An agriculture advisory committee consists of volunteers who are officially appointed by the governing board of the local education agency or institution. With members drawn primarily from the private sector of the community, with appropriate public sector representation, the principle purpose of the committee is to improve the quality and impact of instruction in programs that prepare students for the broad field of agriculture. The committee provides advice in areas such as occupational performance competencies, instructional objectives, equipment selection, facility layout and modification, job requirements, credentials, program articulation, labor market needs as well as trends, career opportunities, instructor competencies and retraining strategies, and student recruitment and retention. However, it should be noted that committee activity is limited to suggestions, recommendations, and assistance. Authority does not include administrative or faculty control of the programs; these responsibilities are reserved for the local education agency or institution.

Because committee members have expert knowledge in the program field and because the council has chartered or constitutional authority granted by the governing board of the local education agency or institution, committee advice should be taken seriously by instructional program officials. Advisory committees are goal oriented toward program improvement. They promote constructive and necessary change within a program, generating and transmitting any ideas to the program from the employment community and from the program to the employment community.

Relatively few effective committees reappoint members to successive terms, but require at least a one-year absence before reappointment. Establishing the length of term as policy will clarify the time demands for members at the outset.

Selection Process

Members may be elected or appointed, depending on the policy of the institution. A widely used procedure for nominating members is for the instructor(s) and the appropriate administrator to recommend a list of possible nominees to the governing board. Following acceptance of the invitation to serve, notice of appointment should be made by letter from the board stating the term for which appointment is made. The appointment should also be presented to the local media for publicity.

The following samples are provided to assist in setting up an advisory committee:

- Sample Authorization Statement
- Sample Advisory Committee Charter
- Sample Advisory Committee By-Laws

C

Sample Advisory Committee Charter

Charter for Agriculture Advisory Committee

I. The Committee will be called the (name of Committee).
It is authorized by the (name of governing body) and will serve at the pleasure of the governing body.

II. Purposes

The Committee is created for the purpose of working with the (name of agriculture program) and shall limit its activities to advising on matters that directly concern the instructional program. The specific purposes of the Committee may include the following responsibilities:

- Assist in placing students at employment sites
- Determine necessary entry-level skills, attitude and knowledge competencies as well as performance levels for target occupations
- Facilitate cooperation and communication between the program and the community
- Assist in program evaluation and improvement by utilizing the Agriculture Standards
- Study number of workers needed by target occupation in the community
- Help recruit students into the program
- Assist the program in setting priorities, including participating in ongoing planning activities of the program
- Facilitate instructor inservice education through arranging exchanges with agricultural personnel

III. Relationship of Committee to Educational Governing Board

It is the role and sole prerogative of the Board to enact policy. The advisory committee is expected to offer recommendations for instructional programs and to provide information relevant to policy about the instructional program to the administration and instructors.

IV. Membership

Composition: The advisory committee shall consist of (number of) members. Members will be selected and appointed by the Board. Committee members will constitute a cross-section of the employment community, with special emphasis on private sector employees and employers. Moreover, at least 60 percent of the committee membership should be employees in the target jobs or supervisors of such employees. Membership shall include representation of minority and target groups whose interests must be served in vocational education.

Sample of Advisory Committee By-Laws

(Name of committee)
(Name of local education agency or institution)
(date)

I. Committee Operation
   A. Meetings will be held at 7 p.m. on the second Thursday of September, January and June unless otherwise specified.
   B. At least three meetings will be held each school year. The exact number of meetings will be determined by the needs.
   C. The Executive Committee will develop an agenda for each meeting.
   D. Meeting sessions will be limited to approximately two hours.
   E. Discussion to obtain consensus will be the prevailing procedure used at meetings. Parliamentary procedure will be used when a decision is to be recorded and transmitted as a recommendation.
   F. A quorum will consist of a simple majority of appointed members.
   G. Meeting minutes will be recorded for each meeting. They will be distributed to each member and appropriate school officials.

II. Subcommittees
   A. Standing subcommittees will be established for the adult program, leadership component (FFA, PAS etc.), curriculum and equipment, and employment experiences (SAE, etc.).
   B. Subcommittees may be of any size, but will usually include three or four members.
   C. Subcommittees will elect their own chairs.

III. Officers
   A. Officers will be elected by a simple majority. Officers will serve a one year term and may be re-elected following a one-year lapse between terms.
   B. Officers will include a chair, vice chair, and a secretary.
   C. Officers will be elected at the first meeting of each new year.

IV. Member Responsibilities
   A. Each member is expected to attend meetings and to participate in committee activities.
   B. Each member is expected to study the issues or problems which come before the committee in order to contribute to the resolution process.

Oakdale High School
Agriculture Advisory Committee Meeting

March 11, 2015

1. Welcome: — Ed Hartzell
2. FFA update — Megan Rivera
3. SAE UPDATE — Ed Hartzell
   - State Degree's
   - Proficiencies
   - Fairs and Shows
   - American FFA Degree's
4. Current class offerings/pathways — Rebecca Mendonza
5. Consortium Grant — Isaac Robles
6. School Farm Update — Marc Malone
7. Adjourn

D

Oakdale High School
Agriculture Advisory Committee Meeting

October 20th, 2015

1. Welcome and Introductions:	Rebecca Mendonza
2. FFA update	Madison Morgan
3. Agriculture Incentive Grant Review	Rebecca Mendonza
4. Current class offerings/pathways	Ed Hartzell
5. Consortium Grant	Isaac Robles
6. School Farm Update	Marc Malone
7. Adjourn	

E

Oakdale High School
Agriculture Advisory Committee Meeting
Oakdale High School Agriculture Department
November 5, 2015

In attendance: Derek Blevins, Tom Burchell, Jacob DeBoer, Tom Dunlop, Troy Gravatt, Ed Hartzell, Steve Knell, Marc Malone, Larry Mendonca, Rebecca Mendonza, Richard Nimphius, Tom Orvis, Craig Redman, John Thompson, and Isaac Robles.

1. Welcome: Rebecca Mendonza
   - Start at 6:04
   - People went around the table and introduced themselves.
   - Rebecca Mendonza gave an orientation of the agenda, thanked everyone for attending and explained the importance of their presence.

2. Introduction of new staff members Isaac Robles & Rebecca Mendonza
   - New teachers briefly gave a background of their past educational experiences and what are their personal goals they would like to achieve at Oakdale High School.

3. FFA update Megan Rivera
   - Chapter President Megan Rivera presented a power point explaining what the FFA has done so far this year along with future activities. She provided each member with a Program of Activities. She hoped that each advisory member will be able to attend several key FFA activities that were discussed.

4. Agriculture Department tour Isaac Robles
   - Mr. Robles took the advisory committee on a tour of the shop and explained all of the new improvements that have been made over the last two years. Mrs. Mendonza showed the greenhouse and explained how we are incorporating it into our new horticulture class.

5. Current class offerings/pathways Rebecca Mendonza
   - Rebecca explained current class offerings. She discussed how Ag. Econ/Gov. along with floral now meets UC/CSU entrance requirements. She discussed how in the future, we would like to add a third year lab science.

6. Five year plan Isaac Robles
   - Mr. Robles reviewed the five year plan, he reviewed the information that we currently have achieved in the Ag. Dept. and discussed achieving future goals. It was discussed that not everything will be completed in a given year; some items may be continuous and ongoing.

7. School farm update — Marc Malone
    - Mr. Malone discussed the current school farm update. An easement with the Oakdale Irrigation District has been lined out. The Main route will now be off of Crane road instead of Brady. This will make entering and leaving easier for students. Now Mr. Malone will present the proposal to the school board on Monday the 17th. From there, they will vote on an architect to develop a blue print for the school farm. In the spring, anyone interested from the advisory committee will be able to attend a meeting to discuss the project.
    - It was discussed that the farm will be a community showcase that will benefit students of all ages within the school district.

8. Agriculture Incentive Grant review — Ed Hartzell
    - Mr. Hartzell discussed the importance of the ag incentive grant. He reviewed that this year's funding should be over 18,000. Oakdale is receiving and increase due to adding an additional teacher. He reviewed with the advisory the current budget on how the department would like to use this year's funds. He discussed the three year rotation of the incentive grant review and he mentioned that Oakdale will have a supervisor review on the 18th of November.

9. Appointment of a new advisory chair
    - By unanimous vote, Jacob DeBoer from Gallo Inc. was elected as the new Advisory Board Chair. He was nominated by Marc Malone and second by Tom Burchill

Agriculture Committee Minutes

February 11, 2015
7:02 PM

Attending: Dale Clipper, Ed Hartzell, Mike Riley, Isaac Robles, Ron Alves, Carol Nicewonger, Phylis Larrick, and Jim Clayton and Rebecca Mendonza.

Objectives:

1. Explanation of original 5 year plan, priorities, 2nd copy display breakdown or list of expenditures, evidence.
2. Ag. Grant discussion on expenditures (handout), and carry over.
3. Greenhouse, delayed by maintenance after they decided not to do the job.
4. Agra Tech/Ag. Con companies have received bids. PO's have been sent to companies already.
5. Agra Tech rep will be here to measure and to provide materials. Ag. Con will provide the labor. Bids have been received and project is moving forward.
6. 2014-15 Expenditures review and discussion. Isaac Robles reported on consumable materials purchased and welding equipment. Also reviewed purchases on 2015-16 expenditures.
7. Ed Hartzell reported on materials for floral class has increased to two sections. Most of last years expenditures were equipment, shears, snips, ect.

Discussion:

1. Small animal facilities, Ed Hartzell will visit with programs currently operating at Ceres.
2. Develop plan and present to the board; small animal facility.
3. Also for board presentation update on previous spending and this year '02-03 spending

Next meeting May 11, 2015, at 6 PM at OHS/ tour Brady RD

Review:

-progress/ expenditures/ accomplishments
-update
-review allocation
-small animal facility

Meeting adjourned at 8:20 PM.

Quality Criteria 7 – Career Guidance

Our program numbers at Oakdale High School has increased dramatically over the past few years. Within just three years our freshmen agriculture class has grown from two periods to five. Then the challenge cam to keep them in the program for their 2nd year. We also accomplished this and had the same number of 2nd year students enrolled as the previous year. With this growth we continue to add classes and agriculture instructors for the upcoming year. With this growth we were adding students but not keeping them as juniors and seniors. We needed these students to stay in and become program completers. So we sat down as a group and decided how to best accomplish this. The addition of the agriculture chemistry class would help this and the previous year's addition of the Agriculture Economics and government class geared towards seniors. All of our courses either meet high school a-g requirements, elective credit or UC credit. We have added 3 classes over the last few years and now have three complete pathways with a cap stone class for each pathway. We have an agriscience pathway that includes the Intro to AG Technology Course which counts for a freshmen's earth science credit, Agriculture Biology for sophomores which covers their life science requirement and then new to our program for next year will be Agriculture Soil and Chemistry science which will count towards their physical science requirement. The capstone for this pathway as well as the other two is the Agriculture Economics and Government course we added two years ago. Next is our Ornamental Horticulture pathway we recommend that our students wanting to follow this pathway still tale our intro to agriculture technology course and then take Ornamental

Horticulture and then Floral Design and then complete the pathway with the agriculture economics and government course. Finally the Agriculture Mechanics pathway. In this pathway students will start out in the Introduction to Agriculture skills class and the Advanced Agriculture Mechanics and then take the two period ROP/CTE Agriculture Mechanics and Fabrication course. Within these course pathways we encourage our students to take either the Intro to Agriculture Technology or the Into to Agriculture Skills so that they are thoroughly taught a unit on the FFA, SAE, California Agriculture a careers. Also we require all of our students to fill out the Career Data Worksheets and are guided into their career choice and what pathway would fit them best. We have also worked very closely with our counselors over the past few years to better understand our courses and pathways so that they can better meet the needs of our students and help our program grow.

Our agriculture department also utilizes field trips and industry leaders that are guest speakers in our classrooms and help with our CDE teams and SAe projects. Field trips have been taken to the World AG Expo, Modesto Junior College, local agriculture businesses and next year the San Francisco Floral Market. Participation in CDE Field days provide students the opportunity to visit colleges and talk to other employers and employees and college students and professors about the prospective career they are interested in. Students receive advice and guidance on these trips to reach their career goals. Currently we do not have any 2+2 articulation but this is the goal of the department.

Supporting Completion Materials

Item A – Oakdale Joint Unified School District Courses A-G and UC Approved

Item B – Student Data Sheets

A

Oakdale Joint Unified School District
Agriculture

Agriculture is an important and integral part of the OHS experience. Many of our students come from agriculture backgrounds. OHS has over 300 students taking Ag classes with many students having more than one Ag class. The Ag curriculum parallels the regular science curriculum. Freshmen may take Introduction to Ag Technology (Earth Science), and sophomores may take Biological Approaches to Agriculture (Life Science). These courses parallel the state curriculum and align with state standards. These courses also meet UC/CSU A-G entrance requirements in their respective areas. This will help Ag students do well on state tests.

Once students have the basics, they move on to other Ag electives. These elective include Floral Design, Leadership, Horticulture, and Advanced Ag Mechanics --where students learn to weld and to work on individual projects related to agriculture.

Due to funding requirements, students who sign-up for Ag classes are encouraged to participate in FFA. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. The agricultural education program provides a well-rounded, practical approach to learning through three components: Classroom education, hands-on supervised agricultural experiences and FFA, which provides leadership opportunities and tests students' agricultural skills.

FFA members embrace concepts taught in agricultural science classrooms nationwide, build valuable skills through hands-on experiential learning and each year demonstrate their proficiency in competitions based on real-world agricultural skills. Today, there are 610,240 FFA members, aged 12-21, in 7,665 chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. FFA operates on local, state and national levels.

Each student in an Ag class must have a project. Students may raise and show animals, have work experience in agriculture, raise crops or houseplants, build things, do landscaping, flower arranging, or small animal care.

Ag students learn valuable skills in FFA. Students learn aspects of leadership including parliamentary procedure using Robert's Rules of Order, learn to debate, and learn how to run for office. Students engage in public speaking in different categories: prepared manuscripts (6-8 minutes), extemporaneous (4-6 minutes impromptu) and creed recitation. Students also engage in Best Informed Greenhand (a test on FFA history). Students can participate in Career Development Events (CDE's) where they can acquire skills in various agriculture areas. The judging teams compete at several universities and junior colleges throughout the state and get exposure to post-secondary possibilities.

FFA students can earn proficiency awards in 29 different areas related to specific projects. The awards start at the local level and go up to the state and national levels. Each year there are a number of conferences students may attend to broaden their educational experiences. FFA has a number of degrees: Greenhand for first year members, Chapter Farmer for second year, State FFA Degree for third year, and American FFA Degree for fourth year.

Course Offerings

- Introduction to Ag.Technology 14513
- Biological Approaches to Agriculture 14533
- Ag Mechanics Skills and Technology 14507
- Advanced Ag. Mechanics 14521
- Ag Welding and Construction 14557
- Floral Design I 14540
- Floral Design II 14541
- Horticulture 14570
- Ag Government/Economics 14595
- Ag Leadership 14515
- Ag Chemistry (Pending)

Student FFA Activities

Leadership
Livestock Science
Ag Sales and Service
Ag Mechanics
Marketing
Stanislaus County Fair
Best Informed Greenhand
Opening/Closing Ceremonies
Wildlife Management
Creed Speaking
Parliamentary Procedure
Dairy Science
Equine Science
Ornamental Horticulture

Staff Members

Ed Hartzell
Rebecca Mendonza
Isaac Robles

FLORAL DESIGN

Credits: 10 **Grade:** 10 – 12
CSF III **UC/CSU:** F

Students in this course will apply an artistic approach to floral design. Students will explore elements and principles of design; two and three dimensional designs; history of floral art; arrangement styles and techniques; and seasonal, holiday, and occasional designs. Students will achieve this through creating, designing, identifying, explaining and evaluating all topics of study. This course meets graduation requirements as a visual/performing art.

Prerequisite: none

FLORAL DESIGN II

Credits: 10 **Grade:** 11 – 12
CSF III **UC/CSU:**

In this course, Floral Design I students will progress their individual skills in dimensional designs, arrangement styles, and floral techniques and increase their capabilities through creating, designing, identifying, explaining and evaluating all topics of study. Students will learn merchandising of floral arrangements and the importance of cost analysis and marketing. This course meets graduation requirements as a visual/performing art.

Prerequisite: Successful completion of Floral Design I

AGRICULTURE EARTH SCIENCE (Introduction to Agricultural Technology)

Credits: 10 **Grade:** 9 - 10
CSF II **UC/CSU:** G

This course is for first year ag students preparing for careers in the agri-science industry or just interested in agriculture. Students will learn about state and local agriculture, career information, leadership and agriculture skills development. Agriculture's role in our environment will be a major emphasis. Both FFA participation and project activities. This class fulfills one year of physical science credit.

Prerequisite: Interest in Agriculture.

AGRICULTURE LEADERSHIP & COMMUNICATIONS

Credits: 5 **Grade:** 10 – 12
CSF III **UC/CSU:**

This course is for students with an active FFA background and is designed to promote leadership skills, goal setting, and event planning. Students interested in enhancing public speaking skills will also benefit through research and organizational procedures. This course will benefit students involved in FFA judging competitions.

Prerequisite: none

AGRICULTURE BIOLOGY (Biological Approaches to Agriculture)

NCAA **Credits:** 10 **Grade:** 10 – 11
CSF II **UC/CSU:** D

This class fulfills one year of life science credit and meets the UC/CSU life science entrance requirement. This class is designed to give the students a background in animal science, nutrition, digestive systems, feeding and management, botany, plant growth, soil science irrigation and water conservation. FFA leadership and project activities are an integral part of the course.

Prerequisite: Introduction to Ag Technology is recommended, but not required.

INTRODUCTION TO AG MECHANICS (Ag Mechanic Skills and Technology)

Credits: 10 | Grade: 9-10
CSF II | UC/CSU:

This course is designed for students interested in understanding basic agriculture mechanical skills. Units of instruction include shop safety, tool identification, use of power tool equipment, wood working, metal working, and electricity and plumbing. Instruction is also given in FFA leadership, citizenship, and career education. This course fulfills one year of elective credit.

Prerequisite:

ADVANCED AG MECHANICS AND WELDING

Credits: 10 | Grade: 10 – 12
CSF III | UC/CSU:

Students will develop skills in advanced woodworking, arc, mig, tig and oxy-acetylene welding, project design/ construction, and basic hydraulics. Individual student projects can be built when basic welding skills are mastered. FFA leadership, project activities, and record keeping are integral parts of the course. This course earns one year of elective credit.

Prerequisite: Completion of Ag Mechanic Skills or signature of the teacher.

CTE - AG WELDING & FABRICATION (ROP)

Credits: 20 | **Grade:** 11 –12
CSF III | **UC/CSU:**

This class is designed to give the students maximum shop time for building and repairing agriculture equipment and constructing other projects. Units of instruction are given in all aspects of welding instruction. Students must have plans for their own building projects or be prepared to work on projects assigned by the instructor. Instruction units on project design and ordering materials will be included. This is a two-hour class and may be taken for two years for elective credit. FFA leadership projects and record keeping activities are an integral part of this course.

Prerequisite: Advanced Ag Mechanics

AGRICULTURE GOVERNMENT/ECONOMICS

Credits: 10 | Grade: 12
CSF I | UC/CSU: A (Gov)/ G (Econ)

This course is designed for students interested in understanding the operations and institutions of economic systems as applied to our nation's largest industry, agriculture. Units of instruction include basic economic behavior and international trade policy. This course will also review how our government was developed and how it functions. Agriculture policy in our government structure will be reviewed. Instruction is also given in leadership, citizenship, and career education. This class meets the government/economics requirements for graduation.

Prerequisite: Signature of teacher required. Students must be previously enrolled in other agriculture classes to take this class.

HORTICULTURE (PENDING A-G APPROVAL)

Credits: 10 | **Grade:** 9-12
CSF III | **UC/CSU:**

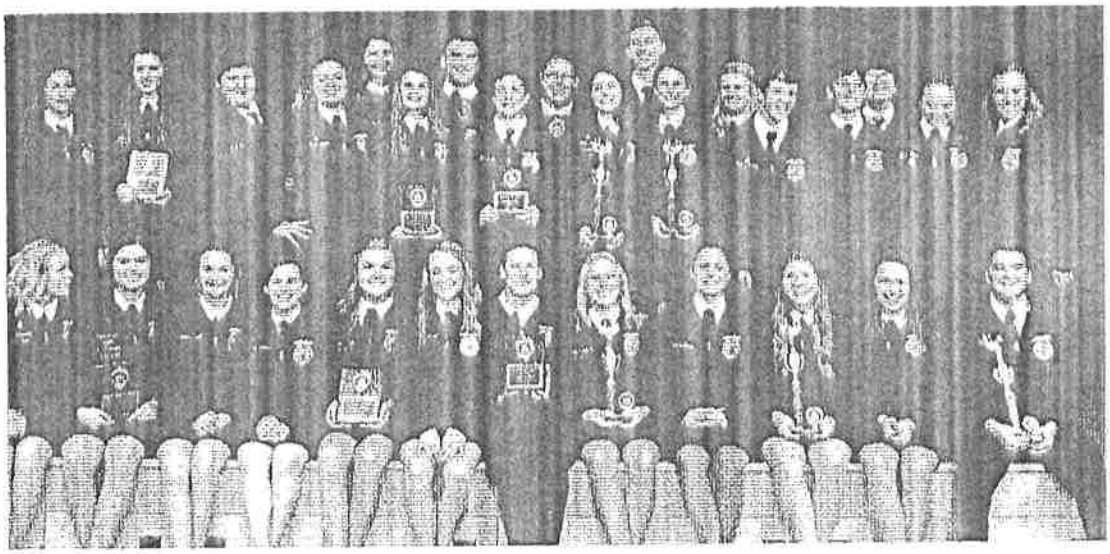
This course will provide the student with theories and principals related to environmental and ornamental horticulture. This course is designed to successfully expose students to both the environmental and botanical nature of horticulture. This course is intended to develop an appreciation of horticulture, incorporate scientific methods and biological principals within the environment, understand plant functions and uses, and recognize the diversity of life and the interrelationships among organisms in nature.

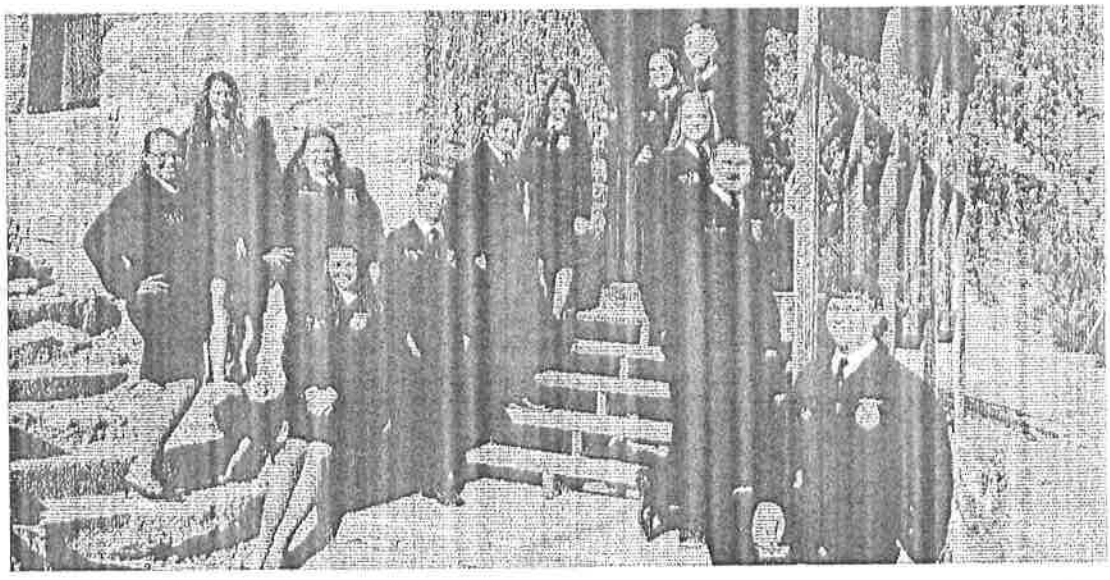
Prerequisite:

AGRICULTURE CHEMISTRY (PENDING A-G APPROVAL)

Credits: 10 **Grade:** 10-12
UC/CSU: Pending

This is a college preparatory course for students interested in pursuing agricultural science programs in college, with an emphasis on chemistry's application to the environment and agricultural practices. This course covers fundamental principles of properties of matter and chemical reaction as well as use of laboratory investigations to demonstrate and explore these concepts. Students will also participate in ag leadership development and create a chemistry-related supervised agricultural experience program (SAE). Students will be required to participate in both FFA and SAE programs, both of which are graded components of this course.
Prerequisite: Students must have received a grade of "C " or higher in Geometry or Math II, as well as Agriculture Biology.





AGRICULTURAL EDUCATION - S DENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Perry (Last) Brittany (First) Beatrice (MI)

B. Gender: (Circle One) Male Female

C. Date: Sep 8th 2016 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 3 4

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
✓ Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

✓ I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

✓ White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 3101 E Peach Cir 95361
Phone Number: (209) 756-3132

Parent/Guardian Name (Print Full Name For Each)

Mr. Tyson Perry
Miss
Mrs. Elizabeth Perry
Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I would love to be a vet or an Ag teacher.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____ ✓
2. Go to College _____
   Community College ✓
   Four Year College _____

   Full-Time Student ✓
   Part-Time Student _____

   Agriculture Major ✓
   Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - S /DENT DATA CAREER PLAN DATA SHEET

A. Name (Print) Last First MI

B. Gender: (Circle One) Male Female

C. Date: 9/5/15 Age: 15

D. Year In Agriculture Program: (Circle One) 1 2 3

E. Grade Level In School: (Circle One) 9 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

____ Plant & Soil Science (4010)
X Animal Science (4020)
____ Agricultural Mechanics (4030)
____ Agricultural Business Management (4040)
____ Ornamental Horticulture (4050)
____ Forestry & Natural Resources (4060)
____ Agriculture Core - Year One (4070)
____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
____ Not a career, just an interest in agriculture.
____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

____ White
X Hispanic
____ Black (Except Hispanic)
____ Filipino
____ Asian or Pacific Islander
____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 3100 Lodino 95361

Phone Number: 758-6347

Parent/Guardian Name (Print Full Name For Each)

Mr. Anthony Luis
Miss
Mrs.
Ms. Juana Luis

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time ____
   No Further Education ____
   Some College Later ____
2. Go to College X
   Community College ____
   Four Year College X

   Full-Time Student X
   Part-Time Student ____

   Agriculture Major X
   Non-Agriculture Major ____

3. Go Into Military Service ____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Lee (Last) Tianna (First) / (MI)

B. Gender: (Circle One) Male (Female)

C. Date: 9/5/15 Age: 18

D. Year In Agriculture Program: (Circle One) 1 2 3 (4)

E. Grade Level In School: (Circle One) 9 10 11 (12)

F. Program Of Instruction Being Pursued: (Select Only One)

- X Plant & Soil Science (4010)
- ____ Animal Science (4020)
- ____ Agricultural Mechanics (4030)
- ____ Agricultural Business Management (4040)
- ____ Ornamental Horticulture (4050)
- ____ Forestry & Natural Resources (4060)
- ____ Agriculture Core - Year One (4070)
- ____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

- ____ I plan a career in agriculture.
- X Not a career, just an interest in agriculture.
- ____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

- X White
- ____ Hispanic
- ____ Black (Except Hispanic)
- ____ Filipino
- ____ Asian or Pacific Islander
- ____ American Indian/Native Alaskan

I. Locator Data:

Street Address: Cindy Drive, 95361

Phone Number: (209) 777-6778

Parent/Guardian Name (Print Full Name For Each)

Mr. Rick Lee

Miss

Mrs. Brenda Lee

Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

(Crop Science and farming)

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time ____
   - No Further Education ____
   - Some College Later ____
2. Go to College X
   - Community College X
   - Four Year College ____

   Full-Time Student ____

   Part-Time Student X

   Agriculture Major ____

   Non-Agriculture Major X
3. Go Into Military Service ____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Smith (Last) Ava (First) ___ (MI)

B. Gender: (Circle One) Male ~~Female~~

C. Date: 95-15 Age: 15

D. Year In Agriculture Program: (Circle One) 1 (2) 3 4

E. Grade Level In School: (Circle One) 9 (10) 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
_____ Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
X Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 1365 almond ave Oakdale 95361
Phone Number: (209)606-0715

Parent/Guardian Name (Print Full Name For Each)

Mr. Charles Smith
Miss
Mrs.
Ms. Jan Sweet

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Vet Tech.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____
2. Go to College X
   Community College _____
   Four Year College _____
   Full-Time Student X
   Part-Time Student _____
   Agriculture Major X
   Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) May (Last) Ross (First) _____ (MI)

B. Gender: (Circle One) (Male) Female

C. Date: 9-5-15 Age: 14

D. Year In Agriculture Program: (Circle One) (1) 2 3 4

E. Grade Level In School: (Circle One) (9) 10 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
X Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 17020 Patterson Rd Oakdale 95361
Phone Number: (209) 323-6789
Parent/Guardian Name (Print Full Name For Each)
Mr. John May
Miss
Mrs.
Ms. Allie May

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Vet

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____
2. Go to College X
   Community College _____
   Four Year College X
   Full-Time Student X
   Part-Time Student _____
   Agriculture Major X
   Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) [redacted] Last [redacted] First M Middle Initial

B. Gender: (Circle One) Male (Female)

C. Date: September 5, 2015 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 3 (4)

E. Grade Level In School: (Circle One) 9 10 11 (12)

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
X Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: [redacted]

Phone Number: [redacted]

Parent/Guardian Name (Print Full Name For Each)

Mr. [redacted]
Miss
Mrs.
Ms. [redacted]

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I would like to become an Ag teacher.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____
   No Further Education _____
   Some College Later _____
2. Go to College X
   Community College X
   Four Year College X
   Full-Time Student X
   Part-Time Student _____
   Agriculture Major X
   Non-Agriculture Major _____
3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Hicks Last Donna First J MI

B. Gender: (Circle One) Male (Female)

C. Date: 9/5/15 Age: 16

D. Year In Agriculture Program: (Circle One) 1 2 (3) 4

E. Grade Level In School: (Circle One) 9 10 (11) 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)

_____ Animal Science (4020)

_____ Agricultural Mechanics (4030)

_____ Agricultural Business Management (4040)

X Ornamental Horticulture (4050)

_____ Forestry & Natural Resources (4060)

_____ Agriculture Core - Year One (4070)

_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.

_____ Not a career, just an interest in agriculture.

_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White

_____ Hispanic

_____ Black (Except Hispanic)

_____ Filipino

_____ Asian or Pacific Islander

_____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 570 CRANE RD

Phone Number: 209-603-6106

Parent/Guardian Name (Print Full Name For Each)

(Mr) Justin Hicks

Miss

(Mrs) Stephanie Hicks

Ms.

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Ag teacher

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time _____

   No Further Education _____

   Some College Later _____

2. Go to College _____

   Community College _____

   Four Year College X

   Full-Time Student _____

   Part-Time Student _____

   Agriculture Major X

   Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Jones (Last) Souzie (First) ____ (MI)

B. Gender: (Circle One) Male (Female)

C. Date: 9/5/15 Age: 17

D. Year In Agriculture Program: (Circle One) 1 2 (3) 4

E. Grade Level In School: (Circle One) 9 10 (11) 12

F. Program Of Instruction Being Pursued: (Select Only One)

____ Plant & Soil Science (4010)
X Animal Science (4020)
____ Agricultural Mechanics (4030)
____ Agricultural Business Management (4040)
____ Ornamental Horticulture (4050)
____ Forestry & Natural Resources (4060)
____ Agriculture Core - Year One (4070)
____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
____ Not a career, just an interest in agriculture.
____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
____ Hispanic
____ Black (Except Hispanic)
____ Filipino
____ Asian or Pacific Islander
____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 12132 Brookstone Rd
Phone Number: 209-242-6712
Parent/Guardian Name (Print Full Name For Each)
Mr. Jon Jones
Miss
Mrs.
Ms. Margie Jones

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

become an Ag teacher

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time ____
   No Further Education ____
   Some College Later ____
2. Go to College X
   Community College ____
   Four Year College X
   Full-Time Student X
   Part-Time Student ____
   Agriculture Major X
   Non-Agriculture Major ____
3. Go Into Military Service ____

Revised 7/95

AGRICULTURAL EDUCATION - S DENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Douglas (Last) Abigail (First) B (MI)

B. Gender: (Circle One) Male Female

C. Date: 9/5/15 Age: 15

D. Year In Agriculture Program: (Circle One) 1 (2) 3 4

E. Grade Level In School: (Circle One) 9 (10) 11 12

F. Program Of Instruction Being Pursued: (Select Only One)

_____ Plant & Soil Science (4010)
X Animal Science (4020)
_____ Agricultural Mechanics (4030)
_____ Agricultural Business Management (4040)
_____ Ornamental Horticulture (4050)
_____ Forestry & Natural Resources (4060)
_____ Agriculture Core - Year One (4070)
_____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

X I plan a career in agriculture.
_____ Not a career, just an interest in agriculture.
_____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

X White
_____ Hispanic
_____ Black (Except Hispanic)
_____ Filipino
_____ Asian or Pacific Islander
_____ American Indian/Native Alaskan

I. Locator Data:

9530

Street Address: 4603 Princeton Rd Oakdale, CA,

Phone Number: (209) 660-2805

Parent/Guardian Name (Print Full Name For Each)

Mr. Steve Douglas
Miss
Mrs.
Ms. Julie Douglas

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

I want to become an Ag teacher

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time X
   No Further Education _____
   Some College Later X
2. Go to College X
   Community College X
   Four Year College X

   Full-Time Student X
   Part-Time Student _____

   Agriculture Major X
   Non-Agriculture Major _____

3. Go Into Military Service _____

Revised 7/95

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

A. Name: (Print) Stewart (Last) Stephanie (First) ____ (MI)

B. Gender: (Circle One) Male (Female)

C. Date: 9-5-15 Age: ____

D. Year In Agriculture Program: (Circle One) 1 2 (3) 4

E. Grade Level In School: (Circle One) 9 10 (11) 12

F. Program Of Instruction Being Pursued: (Select Only One)

____ Plant & Soil Science (4010)
____ Animal Science (4020)
____ Agricultural Mechanics (4030)
__X__ Agricultural Business Management (4040)
____ Ornamental Horticulture (4050)
____ Forestry & Natural Resources (4060)
____ Agriculture Core - Year One (4070)
____ Agriculture Core - Year Two (4080)

G. I Am Taking This Course Because: (Select One)

__X__ I plan a career in agriculture.
____ Not a career, just an interest in agriculture.
____ Not interested, placed in class.

H. Ethnic Origin: (Select Only One)

__X__ White
____ Hispanic
____ Black (Except Hispanic)
____ Filipino
____ Asian or Pacific Islander
____ American Indian/Native Alaskan

I. Locator Data:

Street Address: 5801 Clear Creek Dr. Oakdale, CA 95361

Phone Number: (209) 358-4414

Parent/Guardian Name (Print Full Name For Each)

Mr. Steve Stewart
Miss
Mrs.
Ms. Kathleen Stewart

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis ( ) an occupation in agriculture you would enjoy doing.

Start my own business based in agriculture.

K. Please indicate below your plans after graduation from high school:

1. Go to Work Full-Time ____
   No Further Education ____
   Some College Later ____
2. Go to College __X__
   Community College ____
   Four Year College __X__
   Full-Time Student __X__
   Part-Time Student ____
   Agriculture Major __X__
   Non-Agriculture Major ____
3. Go Into Military Service ____

Revised 7/95

Quality Criteria 8 – Program Promotion

Program promotion is one of the number one most important parts of our current program, but also the future of our program. The department is constantly promoting the activities of the chapter through handouts, flyers and general announcements. We are constantly posting on our social media pages about past and upcoming events and want all of our members current and future to stay excited and passionate about our program and the FFA. We want each member to be informed about our department and the classes they need to take and utilize them when promoting younger students to join our program.

Promotion is done on and off the high school campus. On site promotion is done through posters in and outside the agriculture department of upcoming events. A black board of the weekly events has been designed and hung in each room by the reporter. We also attend school events such as Club Rush and back to school night. Any other event that needs to go school wide will also be read in the morning announcements and agriculture instructors are constantly reminding students of upcoming events or activities. Offsite we have an Instagram page, Twitter account, Snapchat and an FFA website (oakdaleffa.org). These sites are updated and posted on after and before every event either by the reporter or myself. We also have numerous Agriculture Awareness days, where we visit local elementary schools and then in January each year we conduct 8th grade recruitment at the local junior high. The students give two different types of presentation there during one day. They have an inside presentation to the science class talking about all of the classes we offer, about the FFA and the different

leadership opportunities there are. Then outside we bring animals, welders, plants and give them the hands on experience that they would have if they chose to be in the agriculture department. This recruitment has been the most successful in helping our numbers grow.

Besides 8th grade recruitment, AG Days and our social media I believe the best way to get information out to our students and our community is through our parents and teachers. Our first FFA meeting of the year is our Welcome Back BBQ. This is where we welcome all FFA members and their parents to enjoy an evening full of information and food. We hand out our program of activities to each family and discuss the upcoming events for the year, SAE projects, CDE teams and fundraisers. This helps get the year started right and so that everyone knows what is to be expected throughout the coming year. We also have a booth at 8th Grade Parent Night and I give a short presentation of the classes that are offered to freshmen and answer any questions or concerns parents may have. I also encourage all parents at both nights to follow our Instagram, twitter, snapchat and check our website for upcoming events, applications and calendars. We also continuously have parent meetings throughout the school year for such events as the National FFA Convention, State FFA Convention, animal projects and fair. These are great ways to keep parents in the loop and help them understand what is expected of their students for these events and is out time to ask for any assistance we have since we do not have a booster club. Also throughout the year we not only send flyers, letters and invitations home to our students and parents but also to community members and business about upcoming events, fundraisers and awards banquets.

Promotion is the #1 thing that is going to keep Oakdale FFA alive and thriving. We need to continue to share our attributes with our members and our community.

Supporting Completion Materials

Item A – Recruitment Brochure

Item B – Recruitment tag and information about our website and social media

Item C – Freshmen Survey

Follow us on:

Instagram @Oakdaleffa

on twitter @Oakdale_FFA

or scan our snapchat to watch us live at events!

JOIN OUR FAMILY!

Visit our website for more info and use our Question board with any questions or clarifications you may need!

www.OakdaleFFA.com

OAKDALE FFA

Agriculture Science Classes

Welcome Class of 2020 from Oakdale FFA!

Oakdale High is jam packed full of amazing people and stellar extracurricular activities. One of its crowned jewels is its FFA chapter! And we are always looking for new members to add to our family.

But why join and how?

Agriculture classes at Oakdale teach the same material and meet the same requirements as a regular science classes but couldn't be more different in its unique hands on teaching method.

In FFA we believe that learning comes from interaction and experience instead of just reading a textbook!

Our freshmen do so many labs, and some are even delicious!

WHAT CLASSES CAN I TAKE AS A FRESHMEN?

Available Freshmen Classes:

-Intro to Ag. tech: this class studies the exact same materials as the regular Earth Science classes but is more enriching and bases teaching on hands-on activities

Ag mechanics: this elective is offered for freshmen that is required before taking welding. Focuses on electrical wiring

-Floral design: this elective fills your fine arts graduation requirement while we teach you about the constructing of interesting flower arrangements, various plants, jolly rancher flowers, chocolate roses, ribbon flowers, garlands, and so much more!

B

Join our family!

ose Ag when filling out your ballot!

www.OakdaleFFA.com
twitter: @Oakdale_FFA
Instagram: @OakdaleFFA

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Fill out this questionnaire, your email (don't worry we won't spam you, and it is optional), and tell us if you are interested in Ag.

1) What are 3 course offered for freshmen?_____,
   _____, and _____
2) what is 1 class you can take after freshmen year? _____
3) what are some things you can do in the FFA?
   _____
4) what is the only requirement to join FFA?
   _____

5) email_____

How likely are you to join one of our amazing Ag classes?

Not at All	Considering	Most Likely	Of Course!

Fill out this questionnaire, your email (don't worry we won't spam you, and it is optional), and tell us if you are interested in Ag!

1) What are 3 courses offered for freshmen?_____,
   _____, and _____
2) what is 1 class you can take after freshmen year? _____
3) what are some things you can do in the FFA?
   _____
4) what is the only requirement to join FFA?
   _____

email_____

How likely are you to join one of our amazing Ag classes?

Not at All	Considering	Most Likely	Of Course!

Quality Criteria 9 – Program Accountability and Planning

The Oakdale High School Agriculture Department maintains a Comprehensive Program Plan Binder. The Comprehensive Program Plan is located in our Department Chairmen's Classroom and can be viewed by our Regional Supervisor or any guest upon visitation. It is complete and updated yearly with new information. Just this past year the new advisory board committee chair went through it and made suggestions and changes. Also all required department paperwork is submitted to the Regional Supervisor before the due dates on a yearly basis. Items that are updated yearly are: the Five Year Equipment Acquisition Schedule, Chart of Staff Responsibilities, and FFA Program of Activities, Advisory Committee Roster and Advisory Committee Minutes.

Serving as department chair this past year I created a budget for our department with feedback from my other two department chairs and our Vice Principal and business office staff. This budget outlines what we are going to spend from our AG Incentive Grant Funds, Perkins, and CTE and site money. Another budget we added to this list this year was the Central Region Pathways Grant. Conferences, department and shop supplies, substitute teachers and vehicle maintenance and gas usually top the list of expenditures. For classes with expenses such as shop, OH, Floral and Biology, money is set aside to help with the purchase of supplies for those classes. Once the budgets have been submitted and approved, there is little money left over for other expenses that may come up through the year. We try our best to stay as close to the budget as possible.

The agriculture department analyzes and tries to develop strategies to help increase retention numbers and have a higher number of program completers. We have tried to solve these problems with the addition of our Ag Chemistry class for juniors and our Ag Economics and Government class for seniors. A program completer in the Oakdale FFA is defined as agriculture students who have completed three or more years of agriculture instruction and have completed at least 3 different agriculture courses within a clear pathway. They should have a clear understanding of the FFA, CDE's, California Agriculture and a specific SAE and have received their State FFA Degree. We keep a graduate follow up and try our best to keep this as accurate as possible. This has been more successful with the addition of our senior agriculture economics and government class as I was able to discuss with them their future plans for college, career or military. My future plans include creating a google form where the students can fill it out with their future plans and then get contact information to send this to them again during their first year as a graduate and keep in contact with them about completing their American FFA Degrees. The utilization of social media and our chapter website has helped us keep in contact with our graduates and we will continue to improve on this as well as our number of American degrees. Also our number of program completers and State Degrees will increase with our three clear pathways, grant money and extreme growth of our program. Also the addition of a 4th agriculture teacher will only help this.

Supporting Completion Materials

Item A – Pictures of the Agriculture Department Permanent student files

Item B – Graduate Follow Up Survey

Item C – Oakdale High School Program Completion Standards

Item D – Graduate Follow Up Report

Item E –R2 Student Report

Oakdale High School Agriculture Department Student Files

A

B

Graduate Follow Up Survey

1. Do you have a job in Agriculture? Yes/No
2. Where is your placement? _____
3. Are you in a full time or part time position? _____
4. School Status – Please list all schools you have attended since high school graduation.
   a. School Name_____
   b. Major_____
   c. Units taken per quarter or semester _____

5. Opinions regarding value and relevance of vocational agriculture program
   Please use the 1-5 scale described here in responding to the questions:
   1 = Essential
   2 = Very Useful
   3 = Somewhat Useful
   4 = Of Little Value
   5 = Not of Value
   Circle the number that best reflects your opinion:
   a. Overall, the vocational agriculture program during my time I was attending Central High school was a _____.
   b. Overall, the vocational agriculture program prepared me for what I am doing now. _____
   c. Instruction in the classroom and/or shop was _____ in preparing me for what I am doing right now.
   d. My experience in the FFA was _____ in preparing me for what I am doing right now.
   e. My SAE projects while enrolled in Ag were _____ in preparing me for what I am doing right now.
   f. My Agriculture Instructors was/were _____ in assisting me to succeed in the Agriculture program.

6. Of the items below, indicate the MOST and LEAST valuable aspects with an "**M**" and "**L**" respectively.
   a. The Agriculture Program
   _____ Group Instruction in the Classroom and Shop
   _____ FFA
   _____ SAE
   _____ Advice and Counseling by the Instructors
   _____ Other (Describe) _____

B

b. FFA

_____ Officer and Committee Experience
_____ Judging Contests
_____ Public Speaking
_____ Recreation
_____ Advanced Degree, Proficiency Awards
_____ Other (Describe) _____

c. SAE

_____ Learning skills related to Agriculture jobs
_____ Development of responsibility
_____ Learning how to keep records
_____ Developing a record of Agriculture experiences for future employment references
_____ An opportunity to produce an income
_____ Other (Describe) _____

7. The community attitude toward the Agriculture program is: (circle)

a. Unaware
b. Mildly Supportive
c. Disinterested
d. Mildly Critical
e. Very Critical
f. Other (Describe) _____

8. The Agriculture student attitude towards the Agriculture Program is: (circle)

a. Unaware
b. Mildly Supportive
c. Disinterested
d. Mildly Critical
e. Very Critical
f. Other (Describe) _____

9. The facilities, equipment and supplies provided for the Agriculture student are: (circle all that apply)

a. Overcrowded Facilities
b. Adequate in size and space
c. Modern and up to date
d. Old fashioned and behind the times
e. Adequate amount of equipment for all students

B

f. Not enough equipment for all students
g. Adequate amount of supplies for class size
h. Not enough supplies for class size
i. Well maintained
j. Note well maintained
k. Appropriate equipment and facilities for courses
l. Not appropriate equipment and facilities for courses
m. Other (describe) _____

10. Suggestions for improving the Agriculture Program.
Do you have a specific suggestion for improvement? Please share below.

a. Classroom Instruction

b. Shop Instruction

c. FFA

d. SAE Projects

e. Instructional Methods

f. Facilities

g. Different Programs

h. Other

C

F. Program Completion Standards

Program completers are defined as vocational Agriculture majors-students who have completed three or more years of Vo-Ag instruction or students who have completed three or more Vo-Ag courses within their selected program.

These students should score at least 75% competency on the proficiency tests being developed.

I. California Agriculture

A. Students will understand the economic importance of the agricultural sector in California, and be able to identify the leading production areas and commodities.

B. Students will understand the interrelationship of agriculture and society in California, including factors which influence agricultural activities

C. Students will understand the impact of agricultural production on the environment and natural resources of California.

D. Students will develop an appreciation of energy, its effects on modern agriculture, and potential applications of alternative sources of energy available to the field today.

II. Animal Science

A. Students will understand the importance of domestic animals and their roles in modern society.
B. Students will develop a basic understanding of animal behavior, morphology, taxonomy, general reproductive traits, and natural selection.
C. Students will develop a basic understanding of the structure, function, and maintenance of the major body system (e.g., digestive systems) and their components.
D. Students will develop a basic understanding of the theory of inheritance and the genetic basis for animal selection.
E. Students will develop an understanding of the factors involved in animal nutrition, animal feeding, and the basic feedstuffs for that purpose.
F. Students will understand the concept of animal health. They will become familiar with methods of identification of

unhealthy animals, preventive measures, treatment, and the casual agents of common health problems in animals of economic importance.

G. Students will develop an appreciation for the factors involved in and the ability to evaluate and select livestock for specific uses.
H. Students will understand the basis for meat grading and develop an appreciation of the variety of products available from meat animals.

III. Plant science

A. Students will understand the growth and development of plants, including the functions of plant parts, reproductive systems, and auxins.
B. Students will understand the role of soil in plant production, including factors that affect soil productivity.
C. Students will understand the role of fertilizers in agricultural production.
D. Students will understand the role of irrigation in plant production.
E. Students will understand the importance of pest control in agricultural production and appreciate the need for safe pesticide application procedures.
F. Students will develop an appreciation for safety in the work place and the proper use of tools.
G. Students will understand the basic applications of measurement in calculating volume and distance and develop an appreciation for the differences between the U.S. Customary and metric systems.

IV. Agriculture Business Management

A. Students will appreciate the importance of keeping accurate records of business transactions in agriculture.
B. Students will understand the basic role of financial credit in agriculture, including sources and costs of farm credit.
C. Students will understand the basic concepts of computer literacy and appreciate the role of computer applications in agriculture.

V. Leadership

A. Students will appreciate the wide variety of leadership training activities available through the FFA.

B. Students will appreciate the important role that communication skills play in developing leadership abilities.
C. Students will understand the principles of parliamentary procedure.
D. Students will understand the basic concepts of scientific inquiry and critical thinking.

VI. Supervised Occupational Experiences (SOE)

A. Students will appreciate the importance of supervised occupational experience programs (SOE) in the total program of agricultural education.

VII. Employability

A. Students will develop knowledge of job search techniques and resources available to the job seeker.
B. Students will develop an understanding of the importance of the first contact in the job search.
C. Students will begin to understand what occurs during an interview, methods of preparation for the interview, and the purpose of the follow-up letter.
D. Students will appreciate the fundamental requirements for keeping a job. They will discuss the importance of interpersonal communications, appropriate dress, and self-evaluation procedures.

VIII. Careers

A. Students will become aware of career opportunities available, skills required for different occupations, and the importance of work to the individual and society.
B. Students will develop tentative occupational goals, and will begin to plan steps appropriate to achieving the stated goals through the career plan.

D

Graduate Follow-up

CA0162 Oakdale
Oakdale HS
739 West "G" St.
Oakdale, CA 95361

Graduates for Spring: 2015 Go

Last Name	First Name	Graduate Status
EICHMAN	MARISSA	Two Year College-Ag Major
GOLDING	MCKAELA	Two Year College-Ag Major
Groves	Cameron	Employed - Fulltime-Ag Job
MARTIN	DANTE	Four Year College-Non-Ag Major
RIVERA	MEGAN	Two Year College-Ag Major
THOMPSON	DENISE	Two Year College-Non-Ag Major
POUNCEY	LUCAS	Two Year College-Ag Major
VIERRA	CEDRIC	Military-
BARTOLETTA	JOHN	Two Year College-Ag Major
BAKER YATES	JUSTUS	Two Year College-Ag Major
Garza	Samantha	Two Year College-Non-Ag Major
Lyman	Sierra	Two Year College-Ag Major
Paz	Olalla	Two Year College-Non-Ag Major
Bankus	Wyatt	Two Year College-Ag Major
GRIMES	MARIAH	Location or Position Unknown-
ORVIS	DOMINIC	Four Year College-Ag Major

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E

Oakdale HS
R2 Student Report
Year:2015

Gender

Schnum	ProgName	Male	Female
130	Ag Bus Mgt	2	1
130	Ag Mech.	50	10
130	Agriscience	120	153
130	O.H.	3	26
130	Plant/Soil Sci.	0	1

Hispanic

ProgName	Hispanic	Non-Hispanic
Ag Bus Mgt	0	3
Ag Mech.	7	53
Agriscience	61	212
O.H.	10	19
Plant/Soil Sci.	0	1

Race*

ProgName	White	Black	Hispanic	Americian Indian	Asian	Native Hawaiian/Pacifc Island	2 or more
Ag Bus Mgt	3	0	0	0	0	0	0
Ag Mech.	51	0	0	0	0	0	9
Agriscience	141	3	0	5	5	5	119
O.H.	20	0	0	0	0	0	9
Plant/Soil Sci.	0	0	0	0	0	0	1

Grade Level

Year In Ag	Grade9	Grade10	Grade11	Grade12	Grade13	Grade14	Grade15	Grade16	Total
1	159	26	10	6	0	0	0	0	201
2	0	75	7	3	0	0	0	0	85
3	0	0	47	5	0	0	0	0	52
4	0	0	0	17	0	0	0	0	17
5	0	0	0	0	4	0	0	0	4
6	0	0	0	0	0	6	0	0	6
7	0	0	0	0	0	0	1	0	1
Total	159	101	64	31	4	6	1	0	366
								Total 9-12	355

Freshman Persistance:
Cohort Year: 2012-2013

Years in Ag Completed	Count	Percent

1	62	52%
2	32	27%
3	10	8%
4	15	13%
Freshman Cohort Students	119	
Average Years Completed	1.8	

*Prior to 2010 Hispanic is listed as a race.
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Quality Criteria 10 – Student to Teacher Ratio

Quality Criteria states that to have a high quality program, your district must support a 20;1 ratio in agriculture shop and laboratory classes and a 25:1 ratio in classroom based classes. Oakdale high school meets this criteria in our shop classes but not our lab or classroom based classes. We are fortunate in Oakdale to have a lot of support in this area and with the addition of a 4th teacher we may be able to meet this, but on average in our classroom based classes we have had about 30 students and about 25 in our Ornamental Horticulture class, but about 35 in our Floral Design classes. We could look at our classes being full in two different ways. Negatively, we could focus on being over enrolled. However positively, we could think about the fact that we have students that want to be enrolled in our program. Over the past few years more and more freshmen are choosing to take our Intro to Agriculture Technology course instead of earth science on our campus and once we get them, they seem to stay in our program and soon we will see a large increase of program completers and even a larger number of State FFA Degrees.

Last year with an enrolment number of 366 with 3 agriculture instructors we far exceeded the 75 students per instructor as indicated in the Quality Criteria. With the addition of a 4th agriculture teacher we will be closer to meeting this but will probably still be at about 150 students each. This is a good and bad problem, we are not meeting the quality criteria but we are definitely doing our job of recruitment and we have proven that if you build it they will come and they have in large numbers. Now are job is just going to be to keep them and then

continue to work with counselors and administration about our courses, class sizes and then eventually with the addition of our school farm I see a 5th and a 6th agriculture teacher in the near future.

Supporting Completion Materials

Item A – R2 Teacher Information Class Sizes, periods, credentials.

Item B – Travel Request, substitute list and procedures

Item C – Grade sheets with FFA and SAE Categories

A

R2 Teacher Information
Oakdale HS,Oakdale
Year: 2015

Last Name	First Name	MI	Gender	Ethnicity	Total Years Teaching Ag.	Credential Type	9-Month Salary	Extended Contract Stipend	FFA Stipend	Department Head Stipend	SOE Period
Hartzell	Edward	J	Male	White	25	Agriculture Specialist	76593	12267	500	0	N
Mendonza	Rebecca		Female	White	9	Agriculture Specialist	58996	9724	500	1200	N
Robles	Isaac	J	Male	Hispanic	17	Agriculture Specialist	66506	10902	500	0	N

Hartzell, Edward					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Ag Biology	23	Ag Biology
1	2	8:36	Ag Biology	19	Ag Biology
1	3	9:42	Ag Biology	27	Ag Biology
1	4	10:19	Floral Design	24	O.H./Floral
1	5	12:19	Floral Design	28	O.H./Floral
1	6	1:15	Ag Biology	24	Ag Biology

Mendonza, Rebecca					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:40	Ag. Econ/Gov	26	Ag Bus Mgt
1	2	8:36	Intro to Agriculture	32	Agriscience I
1	3	9:42	Intro to Agriculture	29	Agriscience I
1	4	10:19	Intro to Agriculture	33	Agriscience I
1	5	12:19	Intro to Agriculture	30	Agriscience I
1	6	1:15	Intro to Agriculture	32	Agriscience I

Robles, Isaac					
Schedule	Period	Beginning Time	Course Title	Enrollment	Type
1	1	7:35	Ag Mech Skills	11	Ag Mechanics
1	2	8:36	Adv. Ag Mech	16	Ag Mechanics
1	3	9:42	Ag Welding	23	Ag Mechanics
1	4	10:19	Ag Welding	17	Ag Mechanics
1	5	12:19	Ag Mech Skills	15	Ag Mechanics
1	6	1:15	Ornamental Horticulture	23	O.H./Floral

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Select a school: << Select a School >> GO >

Data for Year: 2015-2016

School:
CA0162 Oakdale
Oakdale HS
739 West "G" St.
Oakdale, CA 95361
Get Map
Web Site

Teachers: 3

Courses Offered:

Type	Course	Enrollment	H.S. Grad Credit	UC Credit
Ag Biology	Ag Biology	23	Life Science	
Ag Biology	Ag Biology	19	Life Science	
Ag Biology	Ag Biology	27	Life Science	
Ag Biology	Ag Biology	24	Life Science	
Ag Bus Mgt	Ag. Econ/Gov	26	History/Gov't	
Ag Mechanics	Adv. Ag Mech	16	Fine Arts	
Ag Mechanics	Ag Mech Skills	15	Fine Arts	
Ag Mechanics	Ag Mech Skills	11	Fine Arts	
Ag Mechanics	Ag Welding	17	Fine Arts	
Ag Mechanics	Ag Welding	23	Fine Arts	
Agriscience I	Intro to Agriculture	30	Physical/Earth Sci.	
Agriscience I	Intro to Agriculture	32	Physical/Earth Sci.	
Agriscience I	Intro to Agriculture	32	Physical/Earth Sci.	
Agriscience I	Intro to Agriculture	29	Physical/Earth Sci.	
Agriscience I	Intro to Agriculture	33	Physical/Earth Sci.	
O.H./Floral	Floral Design	24	Fine Arts	
O.H./Floral	Floral Design	28	Fine Arts	
O.H./Floral	Ornamental Horticulture	23	Does Not Meet	
	TOTAL	432		
	Average Class Size	24.0		

FFA Students by Pathway:

Pathway	Count
Ag Bus Mgt	3
Ag Mech.	60
Agriscience	273
O.H.	29
Plant/Soil Sci.	1
	366

FFA Students by Grade Level:

Grade Level	Count
9	159

10	101
11	64
12	31
13	4
14	6
15	1
Total	366

FFA Students by Years in Ag:

Years in Ag	Count
1	201
2	85
3	52
4	17
5	4
6	6
7	1
Total	366
Average Years	1.8

Freshman Persistence:
Cohort Year: 2012-2013

Years in Ag Completed	Count	Percent
1	62	52%
2	32	27%
3	10	8%
4	15	13%
Freshman Cohort Students	119	
Average Years Completed	1.8	

Ed Data provides demographic data for schools in California. To view this data click on the link.
View Ed Data

Congressional District	10
Assembly District	12
State Senate District	8
County	Stanislaus
County-District-School Code	50755645035654

B

OAKDALE HIGH SCHOOL

2015-16

AGRICULTURE SUBSTITUTE LIST

DATE	PURPOSE	NUMBER OF TEACHERS GONE	TOTAL DAYS OF ABSENCE	TEACHERS INITIALS
9/25	Greenhand Conf. Modesto	2	2	RM/EH
10/27-11/3	National FFA Convention	1	7	IR
11/6	MJC Senior Day	1	1	RM
11/20	Central Region CATA Road Show UC DAVIS	3	3	RM/EH/IR
1/8	Made For Excellence Conference	2	2	RM/IR
1/19	Valley Home 8th Grade Recruitment	1	½	RM
1/21	Knights Ferry8th Grade Recruitment	1	½	RM
1/22	OJHS 8th Grade Recruitment	2	2	RM/IR
3/2	State Proficiency Scoring; Galt	1	1	EH
2/8	Regional Proficiency Scoring	1	1	EH
2/9	World Ag Expo: Tulare	3	3	RM/EH/IR
2/11	Central Region Public Speaking	2	2	RM/IR
3/12	Chico State Field Day	3	3	RM/EH/IR
4/22	State Convention officer Candidates	½	½	IR
4/25-26	State FFA Convention: Fresno	3	6	RM/EH/IR
4/29	Atascadero HS Livestock Judging	1	1	IR
5/6	FFA State Judging Finals San Luis Obispo	3	3	RM/EH/IR
5/ 20	Sectional Officer Retreat: Pine Crest	½	½	IR
Total Substitutes Required		31	39	

Teacher Total Absence:

Hartzell	9
Mendonza	12
Robles	18
	39

Assignment Analysis for 2 - Intro Ag Tech - Spring (Mendonza R)

#	Category	Description	Due	Max Correct	Grading Cmpltd	Max	Min	Avg	Median	Mode	Var	StDev	AvgDev
1	Classwork	Daily Tweets Bell Ringer 1/4 to 1/8	1/8/2016	10	Yes	10	1	9.17	10	10	4.22	2.05	0.82
2	Classwork	Daily Tweets Bell Ringer 1/11 to 1/15	1/15/2016	10	Yes	10	4	8.92	10	10	3.03	1.74	1.07
3	Classwork	Winter Break Write Up	1/4/2016	5	Yes	5	3	4.79	5	5	0.38	0.61	0.2
4	Classwork	Daily Tweets Bell Ringer 1/19 to 1/22	1/22/2016	8	Yes	8	1	6.83	8	8	3.86	1.96	1.16
5	Classwork	Plate Tectonics Review Worksheet	1/8/2016	12	Yes	12	4	9.73	10	12	5.85	2.42	1.73
6	Tests and Quizzes	Chapter 17 Plate Tectonics Test	1/25/2016	62	Yes	62	16	42.33	41	40	134.64	11.6	9
7	Classwork	Chapter 17 Plate Tectonics Notes Packet	1/25/2016	337	Yes	337	193	290.46	307.5	337	2161.	46.49	39.6
8	Classwork	Daily Tweets Bell Ringer 2/1 to 2/5	2/5/2016	10	Yes	10	8	9.93	10	10	0.13	0.37	0.06
9	Classwork	Daily Tweets Bell Ringer 1/25 to 1/29	1/29/2016	10	Yes	10	9	9.96	10	10	0.03	0.18	0.03
10	Classwork	Daily Tweets Bell Ringer 2/9 to 2/12	2/12/2016	8	Yes	8	1	7.46	8	8	2.48	1.57	0.53
11	Classwork	Unit 5 Chapter 19 Earthquakes Notes Packet	2/12/2016	397	Yes	397	150	353.64	383	397	3653.2	60.44	40
12	Tests and Quizzes	Chapter 19 Test Earthqaukes	2/12/2016	40	Yes	40	20	29.75	31	31	28.61	5.34	4.13
13	Classwork	Daily Tweets Bell Ringer 2/23/16 to 2/26/16	2/26/2016	8	Yes	8	6	7.89	8	8	0.16	0.4	0.1
14	Classwork	Chapter 18 Vocabulary	2/24/2016	48	Yes	48	12	37.37	48	48	175.7	13.25	10.62
15	Classwork	Daily Tweets Bell Ringer 2/29 to 3/4	3/4/2016	10	Yes	10	10	10	10	10	0	0	0
	Classwork	Daily Tweets Bell Ringer 3/7 to 3/11	3/11/2016	10	Yes	10	6	9.7	10	10	0.9	0.95	0.29
	FFA	FFA Activities 3rd Quarter	3/11/2016	100	Yes	115	50	83	100	110,	714.58	26.73	23.4
18	Classwork	Chapter 18 Volcano Note Packet and Volcano Project	3/11/2016	410	Yes	420	252	382.62	410	410	1889.	43.47	28.34
19	Classwork	Daily Tweets Bell Ringer 3/14 to 3/18	3/18/2016	10	Yes	10	8	9.92	10	10	0.14	0.37	0.07
20	Tests and Quizzes	Chapter 18 Test	3/11/2016	42	Yes	38	16	24.41	24	26, 24,	38.39	6.19	4.82
21	Classwork	Chapter 25 and 26 Notes Packet	3/23/2016	241	Yes	241	50	202.81	239	241	3832.	61.9	37.74
22	Tests and Quizzes	Chapter 25 Test	3/23/2016	50	Yes	50	26	40.28	40	46, 40	41.1	6.41	5
23	Classwork	Daily Tweets Bell Ringer 3/21 to 3/24	3/24/2016	8	Yes	8	5	7.51	8	8	0.79	0.89	0.48
24	Classwork	Daily Tweets Bell Ringer 4/4 to 4/8	4/8/2016	10	Yes	10	6	9.64	10	10	0.9	0.95	0.35
25	Classwork	Daily Tweets Bell Ringer 4/11 to 4/15	4/15/2016	10	Yes	10	5	9.53	10	10	1.13	1.06	0.46
26	Classwork	Eggs 101 Video Field Trip Packet	3/24/2016	92	Yes	92	30	81.22	92	92	468.88	21.65	10.77
27	Classwork	Ag Education Term Quiz Worksheet	4/8/2016	16	Yes	16	16	16	16	16	0	0	0
28	SAE	SAE Poster and Presentation	4/29/2016	250	Yes	250	170	225.25	234.5	250	658.19	25.65	22.03
29	Classwork	Daily Tweets Bell Ringer 4/18 to 4/22	4/22/2016	10	Yes	10	1	8.72	10	10	6.54	2.55	1.28
30	Classwork	Daily Tweets Bell Ringer 4/25 to 4/29	4/29/2016	10	Yes	10	2	8.57	10	10	6.09	2.46	1.42
31	Classwork	SAE Record Book Notes Packet	5/6/2016	150	Yes	150	44	113.51	115	150	1284.	35.83	29.89
32	Classwork	Daily Tweets Bell Ringer 5/9 to 5/13	5/13/2016	10	Yes	10	7	9.29	10	10	1.47	1.21	0.7
33	Classwork	California Agriculture Worksheet	5/5/2016	20	Yes	20	6	16.37	17	16	10.08	3.17	2.18
34	Classwork	Daily Tweets Bell Ringer 5/2 to 5/6	5/6/2016	10	Yes	10	5	9.42	10	10	1.61	1.27	0.57

Quality Criteria 11 – Full Year Employment

Oakdale High School Agriculture Department has 3 full time Agriculture Teachers with the addition of a 4th hired this past spring for the upcoming school year. All agriculture instructors have an extended contract for 31 days and the FFA Advisor and Department Chairman each receive an additional stipend. This extended contract covers any work done for the agriculture department and its students on weekends, holidays and during the summer. Extended contracts are paid over a 12 month period as a percentage of our monthly check and the FFA advisor stipend and Agriculture Department Chairmen Stipend is just paid in a lump sum the first and last months of each school year semester.

Like I mentioned before we have just hired a 4th agriculture instructor which should help our problem of not meeting the requirements of 75 students or less for each agriculture instructor, but with our huge growth numbers we will not meet this again next year. As well as this previous year not a single agriculture teacher had a prep period and this next school year, two agriculture instructors will have to go without a prep again. This just proves my notion of an addition of a 5th agriculture is soon in the works.

One more are of concern and something that we need to work closely with our district, administration and advisory board on, is an SAE Period. Oakdale High School does not offer this to any agriculture instructor but with the addition of the school farm, this will be something that is needed. We cannot grow our numbers and increase our SAE projects without this kind of

support from our district administration. It will be impossible to teach our classes, coach our teams, run an FFA and manage a school farm without a prep and an SAE period. I would say this is our greatest need in our department as of now and something that needs to be resolved within the next year.

Supporting Completion Materials

Item A – Staff Chart of Responsibilities and Department Chair Responsibilities

Item B – Job posting with Salary Schedule and extra days contract

Item C – Oakdale High School Five Year Plan

Item D – School and Summer Calendar for the AG Dept.

Item E – Incentive Grant Application

Item F – AG Department Budget

A

2015 - 2016 Oakdale Agriculture Department
Staff Assignments

Ag Department	Mendonza	Hartzell	Robles
Department Chair	x		
Accounting	x	x	x
Animal Projects Account	x		
CATA Registration	x		
Department / Program Budget	x		
District Accounting Requisitions and PO's	x		
FFA (SBO) Requisitions / PO's	x		
Hotel Reservations		x	
Office Supplies Orders			x
ROP Accounting / PO's			
General Program / Facility	x		
5-year Equipment Allocation	x	x	
Advisory Committee Roster & Minutes	x		
Ag Advisory Committee Planning and Agenda	x	x	x
Ag Booster Dinner	x		
Chart of Staff Responsibilities	x		
Comprehensive Program Plan	x		
Department Marketing and Public Relations		x	
Graduate Follow-Up	x		
Incentive Grant / Incentive Grant Reviews	x		
Maintain Comprehensive Progrom Plan Binder	x		
Maintain Program Management Binder	x		
Program Press, Media, and Web Page	x		
Program of Activities (FFA, Data, and Budget Data)	x	x	x
Quarterly / Yearly CATA Meetings / Events	x	x	
R2 Report & Roster	x	x	x
Recruitment	x		
Report of Expenditures		x	
Transportation Requests/Requisitions			

	Mendonza	Hartzell	Robles
FFA Advisor	x		
Advance Leadership Academy Conference	x		x
American FFA Degree Applications	x	x	x
BBQ'ing and BBQ Crews			x
Chapter Officer Leadership Conference	x		x
Chapter Reporter	x		
FFA Jacket Orders	x		
FFA / Fair T-Shirts and Polo Orders	x		x
Greenhand Conference	x		x
Made for Excellence Leadership Conference	x		x
National FFA CDE Flights / Hotel Reservations			x
Organize Local Project Competition	x		
Organize Sectional Project Competition			x
Oversee Planning for FFA Meetings	x	x	x
Quarterly FFA Activities List for Class Grading	x	x	x
Regional Officer Leadership Conference			x
Registration for CDE Contests	x		
Registration for Conferences	x		
Scrapbook	x		
Sectional Officer Leadership Conference			x
State FFA Degree Applications	x	x	x
State FFA Leadership Conference	x	x	x

2015 - 2016 Oakdale Agriculture Department
Staff Assignments

	Mendonza	Hartzell	Robles
Horticulture Facility			x
Ag Building Garden Plots		x	
Floriculture / Outside Floral Fridge			x
General Care and Maintenance			x
Greenhouse			x
Shade House			x
Horse Pastures			x
OH Storage Containers			

	Mendonza	Hartzell	Robles
Shop / Equipment / Machinery			x
Ag Shop Maintenance - Welding Shops			x
Ag Shop Maintenance - Power Mechanics			x
Ag Shop Maintenance - Wood		x	x
Ag Trucks			x
Forklift Maintenance			x
Livestock Trailers			x
School Shop and Equipment			x
Shop Nights			x
Storage Buildings			

	Mendonza	Hartzell	Robles
Project Supervision			x
Ag Mechanics		x	
Beef Projects		x	
Dairy Cattle Projects			x
Goat Projects	x		
Horse Projects		x	
Floriculture Projects			x
Horticulture Projects		x	
Rabbits			x
Sheep Projects	x		
Swine Projects	x	x	x
Work Experience Projects			

	Mendonza	Hartzell	Robles
FFA Judging Teams / Contests			x
Ag Mechanics		x	
Agronomy	x		
BIG			x
Cotton			x
Farm Power		x	
Floriculture	x		x
Light Horse Judging			x
Livestock Judging	x		
Creed Speaking	x		
Extemporaneous			x
Prepared			x
Job Interview		x	
Impromtu			

	Mendonza	Hartzell	Robles
Awards	x	x	x
Awards Banquet	x		
Award Orders (National FFA / Trophy Case)	x	x	x
Greenhand / Chapter Farmer Awards Ceremony			x
National Chapter Award Application	x	x	x
Scholarships			

2015 - 2016 Oakdale Agriculture Department
Staff Assignments

	Mendonza	Hartzell	Robles
Proficiency Awards		x	x
State Degrees	x	x	x
Fundraisers			
Ag Mechanics Projects (Plasma Art, Wood, and Engines)			x
Cookie Dough	x	x	
Booster Dinner Decorations	x		
Booster Dinner Silent Auction			x
Booster Dinner Public Relations		x	
Pointsettia			x
Bunko	x	x	x

B

OAKDALE JOINT UNIFIED SCHOOL DISTRICT

168 S. Third Avenue · Oakdale, CA 95361 · (209) 848-4884

POSITION ANNOUNCEMENT

CERTIFICATED

POSITION:	**AGRICULTURE TEACHER - 2016/2017**	**#CR 2015/2016 – 14**
DEADLINE:	**TUESDAY, MAY 3, 2016**	
PROGRAM:	**OAKDALE HIGH SCHOOL**	
LOCATION:	**739 WEST G STREET, OAKDALE**	
SALARY:	**$51,442 – $106,544 (+2,208 MA Stipend and $6,270 (Employee & E+1) or $7,000 (Family) annual benefits package)**	
HOURS:	**M – F, Regular School Hours**	
WORK YEAR:	**212 WORK DAY/YEAR (Based on Regular School Track Calendar + 30 days)**	

DEPARTMENT OF JUSTICE BACKGROUND CLEARANCE AND TUBERCULOSIS CLEARANCE ARE REQUIRED PRIOR TO EMPLOYMENT
MUST BE AT LEAST 18 YEARS OF AGE AND PASS PRE EMPLOYMENT PHYSICAL & DRUG TEST

The Oakdale Joint Unified School District Board of Trustees establishes the following teaching criteria for all teachers working in the Oakdale Joint Unified School District:

Duties and Responsibilities

I. Instructional
1. Uses effective teaching techniques
2. Adheres to District's Course of Study for all students.
3. Adheres to District's Homework policy.
4. Achieves positive teacher/pupil relations.
5. Generates enthusiasm for learning.
6. Achieves on-task student behavior.
7. Moves students through curriculum based on mastery.
8. Differentiates instruction based on students' needs.

II. Student Management
1. Evaluates pupil progress using District grading policy.
2. Creates classroom environment reflective of curriculum.
3. Maintains up-to-date students' records.
4. Utilizes effective discipline techniques.
5. Meets deadlines.
6. Communicates students' problems to parents and makes recommendations.
7. Follows district promotion policy.
8. Maintains classroom atmosphere conductive to learning.
9. Maintains clear lesson plans including homework assignments.
10. Supports students in social skills development in classroom, at recess and other activities.

III. Professional
1. Achieves effective teacher/parent relations.
2. Works positively with other staff members.
3. Performs adjunct duties as assigned. This position may involve coaching duties.

over

4. Promotes positive image of public education.
5. Maintains professional standards of dress and grooming.
6. Participates in school functions.
7. Continues planned professional self-improvement.
8. Serves on district and school committees.
9. Follows district and schools' policies.
10. Works in conjunction with other support staff when working with students.

IV. Supervised by:
1. Principal
2. Principal designee/Vice-Principal
3. District Administrators

V. Supervision over:
1. Instructional Aides
2. Volunteers

VI. Minimum Qualifications
1. Bachelors Degree.
2. Valid and appropriate California teaching credential for subject and grade level.
3. NCLB (Not part of credential, Certificate or CSET Exam)
4. Valid TB certificate.
5. Valid California Drivers License.

VII. Work Year
1. 182 days as established by the Board of Trustees for regular school attendance, in-service or emergencies.

VIII. Medical Category I (Light Physical Effort)
1. Position requires no extraordinary physical strength or qualifications.
2. Work assignments are normally located in a work environment with no unusual physical requirements or environmental conditions; require only light physical functions.
3. Lifting over 25 pounds maximum or carrying any object weighing over 15 pounds.

APPLICATION PROCEDURE:
www.EdJoin.org Application required. Internal applicants should submit a Letter of Interest by the closing date.

The information provided on the application form will be used as the basis for determining whether applicants meet the education, training and experience requirements for the position. A competitive screening process may be used to determine who will participate in the selection process; therefore, applicants should carefully identify and describe all information relating to their qualifications for the position. (Meeting the minimum qualifications for a position does not assure the candidate of an interview.)

REQUIRED APPLICATION MATERIALS:
- Completed EdJoin application
- Letter of Interest
- Resume
- Three current letters of recommendation
- Copy of Credential with EL Auth.
- Copy of CSET & CBEST
- Copy of Transcripts for BA and all Post BA Units

DATE POSTED: 04/19/2016

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

C

OAKDALE HIGH SCHOOL
AGRICULTURE DEPARTMENT
FIVE YEAR PLAN

2015-2016

- Add ¾ ton suburban 8 passenger
- Add drip irrigation system to greenhouse
- Develop a Shade House for Ornamental Horticulture
- Create a plant sales area with street entrance
- Add a paid Project Supervision period for Ag Teachers
- Retrofit Shop compressed air system to include a dryer
- Purchase Garden Rototiller
- Replace hog/sheep scale new Paul scale
- Replace Computers in Agriculture Computer Lab with Chromebooks
- Update Shop Tools/ Tool Boards
- Update shop equipment
- Start the process to review new Ag Earth and ag science text Books
- Pursue UC/CSU status or articulation for the following classes:
  - Ag Engineering
  - Ag Horticulture
  - Ag Communications/Leadership
  - Ag Chemistry
- Initiate developmental for Brady Rd. property
  - Blue Print layout for school Farm
- PlasmaCam unit running
- Establish a spring plant sale
- On going maintenance to Ag Building (lights, yearly summer cleaning, electrical, paint, AC, etc...)
- Replace Welders Update welding booths to multiple processes
- Multiple Pathways in place
- Look into the development of P-3 into a lab facility (Add a lab tables, Smart tv
- Landscape the front of the Ag Department
- Establish on campus garden area
- Multiple sets of livestock clippers, for each species'
- Create trophy area
- Establish Oakdale FFA Alumni organization

2016-2017

- Department copy machine
- Update teacher computers
- Hire additional Agriculture Teacher – AG Chemistry
- Continue to Develop School Farm
- Develop an Ag office/storage area in old computer lab
- Update shop equipment and improve ventilation
- Complete renovation of P-3 into a Lab facility
- Add heating/cooling system to shop
- Expand Ag Compound shop overhang
- Expand to have a floral retail facility

- Add large walk-in floral refrigerator freezer combination
- Add a 4x8 Torchmate table, computer, and plasma
- All teachers receive FFA Stipend

2017-2018

- Add a 7th period paid supervision school farm period for Ag Teacher
- Install Ag/FFA digital marquee in front of the Ag Department
- Update Science Lab Equipment
- Build a compressed Tank storage area
- Overhead shop hoist
- Expand pathways
- Bumper pull livestock trailer
- Part time department secretary
-

2018-2019

- Replace outdated welders and plasma
- Add Department Vehicle
- Install flat screen tv's develop multimedia labs in each classroom
- Renovate tool storage area
- Expand horticulture area
- Replace table saw
- Replace outside chop saw
- Cargo trailer

2018-2019

- Replace outdate shop equipment
- Update science lab equipment
- Refurbish fair tools and equipment
- Replace existing shop tables
- Full time department secretary
- Replace shop iron worker

August 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
						1
2	3	4	5	6 OHS First day of School	7	8
9	10	11	12	13	14 OHS Welcome Back Rally OHS Icebreaker Dance	15
16	17	18	19	20 OHS Back to School Night FFA Cookie Dough Sales Start	21	22 Central Region SOLS – Delta HS
23	24	25	26 *Welcome Back BBQ* *6:00PM AG Dept.*	27	28	29
30	31					

note

AG Department Meetings every Monday @ 2:15

FFA Officer Meetings at lunch every Tuesday

September 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
		1	2	3	4	5
			FFA Committee Chair Meeting @lunch P2			
6	7	8	9	10	11	12
	Labor Day No School		OHS Club Rush		Cookie Dough Fundraiser Ends	
13	14	15	16	17	18	19
			Stan/Tuolumne Ag teachers Meeting @4 pm Hughson		OHS Ice Cream for Freshmen Cowboy Museum Setup	Oakdale FFA River Clean Up
20	21	22	23	24	25	26
Cowboy Museum Clean Up		National FFA Convention Delegate Training	FFA Meeting	OHS Minimum Day	Greenhand Conference (Stanislaus Ag Center)	
27	28	29	30			

October 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
				1	2	3
				OHS Pink Out Day		Central Region COLC OHS Homecoming Window Painting
4	5	6	7	8	9	10
Central Region COLC		Oakdale Invitational O/C Contest 4 pm	OHS Powder Puff Game 7pm Float Decorating @2	Float Decorating @2	OHS Rally, Parade, Game, Dance	
11	12	13	14	15	16	17
		Stan/Tuolumne O/C Contest 4:00 pm Gregori HS	OHS Minimum Day	Cow Palace Livestock Show	Cow Palace Livestock Show	Cow Palace Livestock Show
18	19	20	21	22	23	24
Cow Palace Livestock Show			FFA Meeting			
25	26	27	28	29	30	31
	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention	National FFA Convention

November 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
1	2	3	4	5	6	7
Washington D.C. Education Tours	Washington D.C. Education Tours Poinsettia Fundraiser Starts	Washington D.C. Education Tours			MJC Senior Day	
8	9	10	11	12	13	14
		Sectional Bowling Night	VETERAN'S DAY No school	Oakdale FFA Dinner and Game Night		
15	16	17	18	19	20	21
		TR & Stan/T Counselor's Night @ 6 pm MJC Stan-T Manuscripts Due	FFA Meeting at Lunch P2	Poinsettia Fundraiser Ends	Central Region CATA Road Show (Woodland College)	Central Region CATA Meeting (UC Davis)
22	23	24	25	26	27	28
	No School----	----------	----------	THANKSGIVING	-----→	
29	30					

December 2015

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
		1	2	3	4	5
				Stan/T Sectional Speaking Competition @ Enochs 4:00pm		Mariposa Creed Contest
6	7	8	9	10	11	12
	Canned Food Drive Starts		Oakdale FFA Fall Banquet 6:00PM Gene Bianchi Center		Canned Food Drive Ends	
13	14	15	16	17	18	19
			OHS Finals	OHS Finals	OHS Finals	
20	21	22	23	24	25	26
	No School-----	----------	----------	Christmas Eve	Christmas Day	
27	28	29	30	31		
	----------	----------	----------	New Year's Eve		

January 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
					1	2
					New Year's Day	
3	4	5	6	7	8	9
	Return back to School	Oakdale State Degree and Proficiency Work Day 2-4pm		Oakdale State Degree and Proficiency Work Day 2-4pm	MFE/ALA Sacramento	MFE/ALA Sacramento
10	11	12	13	14	15	16
		Oakdale State Degree and Proficiency Work Day 2-4pm	FFA Meeting			
17	18	19	20	21	22	23
	Martin Luther King Day No School		Stan/T & TR State Degree Scoring @ 4pm Gregori HS		8th Grade Recruitment at OJHS	
24	25	26	27	28	29	30
				OHS Minimum Day		Stan/T Sectional Volleyball Tournament @ Grace Davis 9am

February 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
	1	2	3	4	5	6
				Central Region Manuscripts due to Mrs. Sperling		Arbuckle Field Day
7	8	9	10	11	12	13
	Central Region Proficiency Scoring 9 am (FFA Center)	World Ag Expo		Central Region Leadership Contests (Prelims & Finals) 9:00-3:30 pm Pitman HS		
14	15	16	17	18	19	20
Valentine's Day	President's Day No School----	----------	----------	----------	Central Region Officer Interviews (Modesto) ----------	Central Region Officer Interviews (Modesto)
21	22	23	24	25	26	27
National FFA Week	National FFA Week No School	National FFA Week	National FFA Week	National FFA Week	National FFA Week	Central Region CATA/FFA Meetings Merced College
28	29					

March 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
		1	2	3	4	5
			State Proficiency Scoring (Galt) OHS Minimum Day			West Hills/UC Davis Field Day
6	7	8	9	10	11	12
		Sacramento Leadership Exp	Sacramento Leadership Exp	Sacramento Leadership Exp	Sacramento Leadership Exp	Chico Field Day
13	14	15	16	17	18	19
			FFA Meeting	St. Patrick's Day		Merced Field Day
20	21	22	23	24	25	26
	Central State Degree (South) 6 pm Turlock Comm. Center	OHS Minimum Day			Spring Break Starts	
27	28	29	30	31		
Easter						

April 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
					1	2
						Modesto Field Day
3	4	5	6	7	8	9
	Return to School					CRC Field Day & Ag Sales Finals Reedley Field Day
10	11	12	13	14	15	16
			FFA Meeting			
17	18	19	20	21	22	23
			FFA Plant sale	State Speaking Finals FFA Plant sale	State Parli Pro Finals FFA Plant sale	Fresno State Field Day State FFA Conference
24	25	26	27	28	29	30
State FFA Conference	State FFA Conference	State FFA Conference			Livestock Practice @ May Day Fair	Atascadero Livestock Judging Contest

May 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
1	2	3	4	5	6	7
				Leave for State Finals		State FFA Judging Finals (Cal Poly)
8	9	10	11	12	13	14
Mother's Day			FFA Spring Banquet Bianchi Center @6:00PM			
15	16	17	18	19	20	21
		TR & Stan/T Planning/ FFA elections @ 4 pm MJC	American Degree (South) @ 3:30 pm Turlock HS		TR & Stan/T Camp Sylvester	TR & Stan/T Camp Sylvester
22	23	24	25	26	27	28
TR & Stan/T Camp Sylvester?				Last Day of School		
29	30	31				
	Memorial Day	Top 20 Trip				

June 2016

Sun.	Mon.	Tue.	Wed.	Thu.	Fri.	Sat.
			1	2	3	4
			Officer Retreat	Officer Retreat	Officer Retreat	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
CATA Summer Conference Father's Day	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA Summer Conference	CATA AgriSkills Session	CATA AgriSkills Session
26	27	28	29	30		

E

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT

2015–16 APPLICATION FOR FUNDING

(Due Date: To be received in Regional Supervisor's Office by June 30, 2015)

DATES OF PROJECT DURATION - JULY 1, 2015, TO JUNE 30, 2016

OAKDALE HIGH SCHOOL	OAKDALE JOINT UNIFIED SCHOOL DISTRICT
(School Site)	(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

	Chief Business Officer
Signature of Authorized Agent	Title
Signature of Agriculture Teacher Responsible for the Program	Signature of Principal

Contact Phone Number: (209) 847-3007 #169

Date of Approval of Local Agency Board:

Funds Requested - Part I	$5,000.00	
Part II	$2,464.00	
Part III	$12,000.00	
Part IV	$0.00	
Total		$19,464.00

Number of Different Agriculture Teachers at Site: 3

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	$4,000	
Two Teachers	$4,500	
Three Teachers or More	$5,000	$5,000.00

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014–15 R2 Number	Amount Requested
List Number from R2 Report ($8/Member)	308	$2,464.00

PART III - QUALITY CRITERIA 10–11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of $2,000 for year-round employment.
* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site: 3

List the Names of the Agriculture Teachers:

Edward Hartzell	4.
Rebecca Mendonza	5.
Isaac Robles	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	3	$6,000.00
Criterion 11A - Year-Round Employment	3	$6,000.00
Criterion 11B - Project Supervision Period		$0.00
TOTAL FUNDS REQUESTED PART IV		$12,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list $7,500 (funds requesting) in space to the right.

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds		C Matching Funds
1	4000	Books & Supplies		8,000.00		8,000.00
2			Subtotal for 4000	**$8,000.00**		**$8,000.00**
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Conferences	4,000.00		4,000.00
4			2. Ag. Maint.	1,000.00		1,000.00
5			3. Transportation	1,464.00		1,464.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	**$6,464.00**		**$6,464.00**
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Additional Vehicle	5,000.00		5,000.00
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	**$5,000.00**		**$5,000.00**
14			Total for 4000–6000 Lines 2, 8, 13	**$19,464.00**		**$19,464.00**

TOTAL 2015–16 Incentive Grant Allocation: $19,464.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

Line	Acct No.	Classification	A Description of Item for Which Funds Were Expended	B Incentive Grant Funds		C Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			**$0.00**

TOTAL Amount of Waiver Requested:

Ag Incentive		$19,464.00								
Vendor	PO #	Amount	Available	air	Travel & Conf	Supply	Equipment	Subs	Leases	
								$ -		
			actual $ -				$ -	$ -	$ -	
			$ -	$ -	$ -	$ -	$ -	$ -	$ -	
		UNENCUMB	$574.76							
Leadership Packets		$3,000.00				$ 3,000.00				
National Convention Advisor - isaac		$2,200.00				$ 2,200.00				
Modesto Air Gas -Isaac		$1,000.00				$ 1,000.00				
Nasco - Ed		$500.00				$ 500.00				
Simi Floral - Ed		$500.00				$ 500.00				
Fresh Ideas - Ed		$2,000.00				$ 2,000.00				
CATA Conf Rooms - all		$2,500.00			$ 2,500.00					
CATA Registration - all		$1,500.00			$ 1,500.00					
CATA Meals - all		$500.00			$ 500.00					
CATA Travel - all		$300.00			$ 300.00					
CATA Road Show - all		$1,000.00			$ 1,000.00					
CATA Fall - all		$100.00			$ 100.00					
CATA Spring - all		$100.00			$ 100.00					
Northern Tool - isaac		$389.24				$ 389.24				
Modesto Steel - isaac		$500.00				$ 500.00				
Fresno Oxygen - isaac		$500.00				$ 500.00				
ACE		$2,000.00				$2,000				
Bus for Greenhand Conference		$300.00			$ 300.00					
Total as of 8/3/15		**$ 18,889.24**								

ROP		$ 1,237.83							
Vendor	PO #	Amount	Available	Repair	Travel & Conf	Supply	Equipment	Subs	Leases
		$1,237.83	$ -			$1,340.00			
				$ -	$ -	$ 1,340.00	$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -	$ -	$ -
		UNENCUMB.	$ -						
Ace		$ 237.83				$ 237.83			
Modesto Air Gas		$ 1,000.00				$ 1,000.00			

We may not have this money this year!!!!!

PERKINS $ 2,561.00

Vendor	PO #	Amount	Available	Repair	Travel & Conf	Supply	Equipment	Subs	Leases
			$ -	$ -					
	Isaac	$ 2,561.00		$ -	$ -			$ -	$ -
			$ -	$ -	$ -	$ -	$ -	$ -	$ -
		UNENCUMBD.	$ 188.75						

Fresno Oxygen (Isaac) $ 1,272.25
ACE (Isaac) $ 1,100.00

$ 2,372.25

PERKINS $ 2,561.00

Vendor	PO #	Amount	Available	Repair	Travel & Conf	Supply	Equipment	Subs	Leases
		$ 2,561.00	$ -	$ -		$ 2,561.00			
Ed				$ -	$ -		$ -	$ -	$ -
			$ -	$ -	$ -	$ 2,561.00	$ -	$ -	$ -
		UNENCUMBD.	$ -						

SITE $ 3,020.00

Vendor	PO #	Amount	Available	Repair	Travel & Conf	Supply	Equipment	Subs	Leases
		$ 3,020.00	$ -	$ -				$ 3,020.00	
				$ -	$ -		$ -	$ -	$ -
			$ -	$ -	$ -	$ -	$ -	$ 3,020.00	$ -
		UNENCUMBD.	$ -						

Subs $ 3,020.00

We need another $1600

CALIFORNIA DEPARTMENT OF EDUCATION

AGRICULTURAL EDUCATION INCENTIVE GRANT CHECKLIST

SCHOOL Oakdale High School DATE 10/14/2015

AG DEPARTMENT CHAIR Rebecca Mendonza

QUALITY CRITERIA 1 - 9

Failure to meet any part of a Quality Criteria may result in the loss of 10% of the incentive funds up to a maximum of 25%.

Loss of funds can be avoided with an approved variance request which may be granted for one year on any Quality Criteria 1-9.

QUALITY CRITERIA 10, 11 or 12

Failure to meet either Quality Criteria 10, 11 or 12(when applied for) will result in the loss of the funds applied for in that criteria.

Department Head Signature _____

Advisory Committee Chairperson Signature _____
(for programs conducting Advisory Committee Reviews)

Regional Supervisor Signature _____

Advisory Committee Chair Contact information

Name Jacob DeBoar
Address 357 West I Street
City Oakdale Zip 95631
Phone 209-380-9257

Revised 1/10

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes	No		
X		1A.	The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
X		1B.	The Career Technical Education Model Curriculum Standards for the Agriculture and Natural Resources Industry Sector are the basis for content of courses offered. Curriculum addresses "Foundation" and "Pathway" standards within the program pathway(s) and course sequences.
X		1C.	Career paths in agriculture have been identified and can be found on a chart or diagram in the Program Plan. (Foundation Standard 3.0)
X		1D.	The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career path(s).
X		1E.	Agriculture Career Awareness information is included in every course. (FS 3.1, 3.2)
X		1F.	The agriculture department utilizes computer hardware and software as an instructional tool. (FS 4.2, 4.6)
X		1G.	The agriculture curriculum includes the use of computer aided instruction by utilizing at least one of the following: (FS 4.2, 4.6) * Computerized Record Book * Agriculture Term Paper * Job Resume * Portfolio Letter of Introduction * Agriscience Fair Report * Agriculture/FFA Speech Manuscript * Job Cover Letter * Other Agriculture Related Project
X		1H.	Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem. (FS 10.3, 11.0)
X		1I.	Record books of all students are maintained in the Department files until one year following graduation.
X		1J.	Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes	No		
X		2A.	An FFA Chapter has been chartered by the State Association or has been applied for.
X		2B.	A Chapter Program of Work is developed annually and a copy is furnished to the Regional Supervisor by December 15th.
X		2C.	Every student is given a grade based upon participation in leadership activities.
X		2D.	All students enrolled in agriculture classes are affiliated with the State FFA Association.
X		2E.	Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)

X		2F.	A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records. Activities could include any three of the following intra-curricular activities: (FS 7.0, 9.1, 9.2, 9.3, 9.6, 10.1) * Local Best Informed Greenhand Contest * Local Creed Speaking Contest * Local Opening & Closing Contest * Local COOP Quiz Contest * Local Program of Work Committee(s) * Local Demonstration Fair * Local Agriscience Fair Exhibition * Local Public Speaking Contest * Local Parliamentary Procedure Contest * Chapter Meeting or Activity * Any Section, Region, or State Activity * Other Local Activities

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes	No		
X		3A.	Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (FS 10.2)
X		3B.	First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student Data-Career Plan (FS 10.2, 10.3)
X		3C.	A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records. (FS 4.0, 5.0, 6.0, 7.0, 8.0, 9.0,10.0, 11.0)
X		3D.	Students with SAE projects are visited by their agriculture teacher at least twice per year as documented by Department records.
X		3E.	A school vehicle is readily available to each agriculture teacher for all SAE activities associated with the program, or each teacher is adequately compensated for using their own personal vehicle.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes	No		
X		4A.	Every agriculture teacher has the appropriate credential for teaching the subject(s) assigned. Copy of authorizing credential(s) is in the Comprehensive Program Plan.
X		4B.	Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C.	The agriculture staff meets a minimum of twice a month. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4D.	A written record of minutes is kept of action taken during agriculture staff meetings and is kept in Department files or the Comprehensive Program Plan. (This criteria does not apply to single person departments - mark column N/A = Not Applicable)
X		4E.	Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes	No		
X		5A.	Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X		5B.	There is adequate storage space for materials, records, equipment and supplies.

X		5C.	At least one of the below listed community or school-based laboratory facilities has been provided to accommodate students who have no place for their SAE project(s): * School Farm Laboratory * Greenhouse * Growing Area * Agriculture Shop
X		5D.	The Agriculture Department has E-Mail capabilities.
X		5E.	The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly.
X		5F.	Facilities and equipment are regularly maintained, repaired, or replaced.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes	No		
X		6A.	The Advisory Committee is operational and reflects the committee membership as outlined in the "Agricultural Education Advisory Committee Manual".
X		6B.	The Agricultural Advisory Committee meets at least twice each year. (Minutes are available to verify meetings.)
X		6C.	The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes * Job Market Description * Targeted Occupations * Total Program Goals & Objectives * Program Description - Courses, SAE, FFA * Course Subject Matter Outlines * Program Completion Standards * 5 Year Facility & Equipment Acquisition * Current Year Budget * Graduate Follow Up * List of Active placement Sites
x		6D.	The contact information of the Advisory Committee Chair has been provided on the cover of this checklist

7. CAREER GUIDANCE

Yes	No		
X		7A.	Students are counseled regarding: (FS 3.0) * Career opportunities in Agriculture and Agribusiness * Agriculture and academic courses necessary to complete career pathway offerings * Post-secondary education and training options.
X		7B.	All students have a completed career plan (Student Data Sheet) and it is updated annually. (FS 3.3)
X		7C.	Efforts have been made, or completed, to articulate with Community Colleges and/or Universities (i.e., 2+2+2 articulation agreements).

8. PROGRAM PROMOTION

Yes	No		
X		8A.	An Agricultural Education program recruitment brochure or similar document is used to promote the program.
X		8B.	Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C.	The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes	No		
X		9A.	A Comprehensive Program Plan is on file with the Regional Supervisor and a copy is retained in the local department files.
X		9B.	Updates of the Program Plan are sent to the Regional Supervisor by November 15th. These updates include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Work; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9C.	A follow-up system is used which gathers the following information from program * Status of employment or school enrolled within * Opinion regarding the value and relevance of the agriculture program * Suggestions for improving the agriculture program
X		9D.	The Graduate Follow Up data collected was entered with the On-line R2/FFA Roster Data Entry *by October 15th*.
X		9E.	The Agriculture Department analyzes their student retention numbers each year and develops strategies to help increase retention within the program.
X		9F.	The R-2, AIG Expenditure Reports, and FFA Roster have been received by the Regional Supervisor and/or State FFA Financial Coordinator on or before October 15th.

QUALITY CRITERIA 10, 11and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

Yes	No		
		10A.	Shop and laboratory-based classes have no more than 20 students enrolled. Classroom-based classes have no more than 25 students enrolled.
		10B.	The total number of students enrolled in agriculture classes does not exceed 75 students per teacher. First year students enrolled in agriculture courses will be counted as .5 for purpose of determining the total count only. (This does not pertain to class size.)

11. FULL YEAR EMPLOYMENT

Yes	No		
		11A.	A full-time equivalent teacher is employed year-round for each 75 students enrolled in the agriculture program and is compensated no less than $2000.
		11B.	During the school year, one teaching period for Supervision is assigned to each agriculture teacher. This project supervision period is in addition to the preparation period normally assigned to all teachers in the school. This requirement may also be met if a period is not available by financially compensating the agriculture teacher(s) at the equivalent cost of providing one period for supervision.

12. PROGRAM ACHIEVEMENT

Yes	No		
		12A.	The Agriculture Program meets the requirements of Program Achievement (attach checklist)

Quality Criteria 3 and 8 – Practical Application of Agricultural Skills and Program Promotion

Oakdale FFA's "Gift if the Month" Fundraiser and Spring Plant Sale

Background

Oakdale Agriculture Department had just added an Ornamental Horticulture class the previous year and our Ag mechanics and floral programs were producing wonderful items, all student made. The problem was, no one was seeing these items and they were losing money for the program instead of being sold to members in the community or the school. I developed the "Gift of the Month" fundraiser after trying to figure out how to sell some of the products the students were producing in a few of our agriculture classes. I wanted it to be a monthly subscription, like a lot of other schools were doing with their floral departments. You would pay a flat fee and then receive a gift each month. I didn't want to just focus on floral, I wanted all three areas to have their chance for students to showcase their work. Not only did I want this gift of the month fundraiser to be successful, but I also encouraged our Ornamental Horticulture teacher to have a spring plant sale as well, so members of the community and school could visit our new greenhouse, see what the students were doing and help fundrais to continue this program.

Objective 1 – Divide up the months between the three classes and figure out what items will be gifted each month.

Met – It was decided that we give a gift out each month September through May. With the first month being a bud vase made by the floral class, second month the ag mechanics class would

make sheet metal vase and then the floral class would put together an arrangement in it. Then the third month the floral class made a round arrangement in a chili bowl. Then the fourth month the floral class again would be a Christmas floral arrangement. Then the fifth month the ornamental horticulture class would give out succulent filled colanders. Then the sixth month the ag mechanics class would make and paint a metal rose and the floral class would arrange a bouquet of candy roses. Then the seventh month the floral class would design a spring arrangement. Then the eighth month the ag mechanics class would cut out the last names on the plasma cam each person who purchased a gift of the month. Then finally the ninth month the ornamental horticulture class would give out a vegetable and flower pony pack.

Objective 2 – Figure out a price to sell this 9 month, gift of the month, develop a budget and make a flyer and send it out.

Met – We decided that $100 would be a reasonable price for the subscription and then the students and the advisors devised a budget (attached) and I designed a flyer that I emailed out to all staff in the entire school district as well as posted on social media and our website. We also decided that to purchase this item, people had to do this online through the student store or with the book keeper. We ended up selling 23 subscriptions, which we thought was great for our first year. We ended up profiting about $1500 after all expenses were paid.

Objective 3 – Process of producing products in a timely manner and delivery. We decided that we would deliver each gift at the end of each month. Since I did not teach any of these classes or make these items, I volunteered to be the one to deliver them each month. I also had

student volunteers go with me each time. I would have them take them to the buyer and make sure their faces were seen in the community and within the school district.

Oakdale FFA

"Club of the Month"

Gift Fundraiser

The Oakdale FFA will be providing a special item delivered to you each month. All items made by Oakdale FFA Students.

September:	**Bud Vase**
October:	**Sheet Metal Vase Arrangement**
November:	**Floral Chili Bowl Arrangement**
December:	**Christmas Centerpiece**
January:	**Succulent Colander**
February:	**Metal Rose/Bouquet of Chocolate Roses**
March:	**Spring Arrangement**
April:	**Last Name Metal Sign (6"x18")**
May:	**Vegetable/Flower Pony Packs**

Cost of participation is *$100.00. All proceeds go to Oakdale FFA.* Please pay Mrs. Valencia in the ASB office at OHS by September 18th to participate. You can also pay online at the OHS Student store. ohs.ojusd.org

Oakdale FFA
739 W. G Street
Oakdale, CA 95361

Website: oakdaleffa.com
Instagram: @oakdaleffa
Twitter: @oakdale_ffa

OAKDALE HIGH SCHOOL

Potential Revenue Form-Only to be filled out if fundraising

IMPORTANT: THIS FORM MUST BE SUBMITTED TO THE ASB ALONG WITH THE ACTIVITY APPLICATION

FFA	Rebecca Mendoza	169
ORGANIZATION (CLUB)	**Contact Name**	**Contact Number(ext)**

ACTIVITY NAME: Club of the Month

Purpose of Fundraiser: (How will the money raised be used?)

The money from these memberships will be used for chapter activities

9-4-15	5-26-16	2:05pm	2:05pm	Oakdale High School
Start Date	End Date	Start Time	End Time	Location

Estimated Revenue (Sales, Donations, etc)	Estimated Expenses (Cost, Shipping, Taxes, etc)	Estimated Profit (Fundraising Goal)
$1500.00	—	$1500.00

Rebecca Mendoza — x R Mendoza — 9-2-15

ADVISORS NAME (PRINT) — ADVISORS SIGNATURE (required) — DATE

BUSINESS OFFICE USE ONLY:

Deposits *(Date-Amount)*	Reimbursements/Invoices *(Date-PO#-Amount)*	Amount Raised
9/21 105.06 9/21 100	-9/21 Fee 4.97	10/28 IR 27.20
9/21 105.06 9/23 100	- " " 4.97	10/28 Mod Steel 99.24
9/21 400 — 9/23 100	- 10/16 IR 79.51	10/28 Ace 16.22
9/28 100	- 10/16 Ace 12.95	" " 59.92

12/18 EH 12.92
1/4 Ace 126.46
2/5 Ace 15.12
2/5 " 31.31

9/28 100 — 10/2 400 — $2210.12

FILL OUT AT THE CONCLUSION OF YOUR EVENT AND SIGN

2/26 EH 78.38 — 3/11 EH 12.24 — 5/20 IR 19.34
3/11 Ace 28.09 — 3/11 Mod Steel 78.08

ORGANIZATION (CLUB)	**Contact Name**	**Contact Number(ext)**

$706.0

ACTIVITY NAME:

Actual Revenue (Sales, Donations, etc)	Actual Expenses (Cost, Shipping, Taxes, etc)	Actual Profit (Fundraising Goal)
2210.12	706.98	1503.20

Please Answer the following questions:

Did you reach your fundraising goal?	X YES	NO
Do you consider this a worthwhile Fundraiser?	X YES	NO
Would you conduct this fundraiser again?	X YES	NO

Rebecca Mendoza — x R Mendoza — 5/25/16

ADVISORS NAME (PRINT) — ADVISORS SIGNATURE (required) — DATE

OAKDALE FFA

PLANT SALE!

Don't miss our 1st Horticulture Open House And FFA Plant Sale!

April 27 – 29

8am – 3pm

@ the Agriculture Department

*Bedding Plants/Flower 6 packs
*Tomatoes and Various Pepper Plants
*Perennials/Landscaping Plants and Shrubs
*Fruit Trees/Shrubs – Cherries, Peaches, Apricots, Plums, Blue Berries
*House Plants, Color Bowls, Succulents...And More!!!!

***April 27th is VIP Day for all district employees, parents and supporters of the program to tour the Horticulture Areas!**

All funds to support FFA Leadership Activities and the Horticulture Program

OAKDALE HIGH SCHOOL

Potential Revenue Form-Only to be filled out if fundraising

IMPORTANT: THIS FORM MUST BE SUBMITTED TO THE ASB ALONG WITH THE ACTIVITY APPLICATION

FFA	Rebecca Mendoza	169
ORGANIZATION (CLUB)	**Contact Name**	**Contact Number(ext)**

ACTIVITY NAME: Plant Sales

Purpose of Fundraiser: (How will the money raised be used?)

The purpose of this fundraiser is for students to raise money to be documented in their record books and raise money for the chapter

9-20-16	4-22-16	2:05 pm	6:00 pm	Oakdale High School
Start Date	End Date	Start Time	End Time	Location

Estimated Revenue (Sales, Donations, etc)	Estimated Expenses (Cost, Shipping, Taxes, etc)	Estimated Profit (Fundraising Goal)
$1,500.00	$ 500.00	$1,000.00

Rebecca Mendoza — x Rmendoza — 8-17-15

ADVISORS NAME (PRINT) — ADVISORS SIGNATURE (required) — DATE

BUSINESS OFFICE USE ONLY:

Deposits *(Date-Amount)*	Reimbursements/Invoices *(Date-PO#-Amount)*	Amount Raised
5/6 2729 -	4/5 Ace 27.45	3/11 Ace 51.98	4/29 Ace 44.72
11 39 -	2/12 IR 109.51	11 11 38.87	11 IR 139.04
$2768	3/11 Ace 13.99	4/15 11 10.97	5/20 Ponto 536.5

973.1

FILL OUT AT THE CONCLUSION OF YOUR EVENT AND SIGN

FFA	Rebecca Mendoza	
ORGANIZATION (CLUB)	**Contact Name**	**Contact Number(ext)**

ACTIVITY NAME: Plant Sales

Actual Revenue (Sales, Donations, etc)	Actual Expenses (Cost, Shipping, Taxes, etc)	Actual Profit (Fundraising Goal)
2768.00	973.11	1794.89

Please Answer the following questions:

Did you reach your fundraising goal?	X YES	NO
Do you consider this a worthwhile Fundraiser?	X YES	NO
Would you conduct this fundraiser again?	X YES	NO

Rebeca Mendoza — x RMendoza — 5/25/16

ADVISORS NAME (PRINT) — ADVISORS SIGNATURE (required) — DATE